

**East Valley SELPA  
STEERING COMMITTEE MEETING  
670 E. Carnegie Drive, San Bernardino, CA 92408**

**\*\* AGENDA \*\*  
October 12, 2023, 8:00 A.M.**

**“Leadership and Learning are Indispensable to Each Other” John F. Kennedy**

PRESENTER

- |     |                            |               |
|-----|----------------------------|---------------|
| 1.0 | CALL TO ORDER              | Patty Metheny |
| 2.0 | PUBLIC COMMENTS            |               |
| 3.0 | REVIEW/APPROVAL OF MINUTES | Patty Metheny |
| 4.0 | DISCUSSION/PRESENTATION    |               |

Finance Items

- |     |  |                 |
|-----|--|-----------------|
| 4.1 | EV SELPA MOE SEMA & SEMB<br>Subsequent Year Tracking & Excess Cost Reports | Andrea Tennyson |
| 4.2 | EV SELPA Fiscal Reporting Calendar 2023-2024                               | Andrea Tennyson |
| 4.3 | SBCSS Fee-for-Service Updates  | Scott Wyatt     |

Program Items

- |     |  |  |
|-----|--|--|
| 4.4 | Regional Program Transfer Request <ul style="list-style-type: none"><li>• EV SELPA Special Board Meeting – 10/25/23 at 2:00 pm</li></ul>         | Patty Metheny<br>Patti Buchmiller                  |
| 4.5 | EV SELPA Regional Program Policy Language Revisions <ul style="list-style-type: none"><li>• Regional Program Provider Responsibilities</li></ul> | Patty Metheny                                      |
| 4.6 | EV SELPA Community Advisory Committee  | Patty Metheny                                      |
| 4.7 | The Special Ed Administrator’s Personal Trainer <ul style="list-style-type: none"><li>• Chapters 3 &amp; 4</li></ul>                             | Jim Stolze   |
| 4.8 | SafetyPowers & Kidpower.org  | Erika Leonard<br>Brandi Halstead<br>Colleen Meland |
| 4.9 | EV SELPA Parent Resource Fair – November 3, 2023   | Patty Metheny                                      |

4.10 IEP Vendor Selection Committee

Jennifer Brooksby

4.11 Hot Topics

Committee

- Updated Larry P. Guidance

## 5.0 OTHER

5.1 2023-2024 EV SELPA Steering Committee Meetings

5.2 2023-2024 EV SELPA Board of Directors Meetings

5.3 2023-2024 EV SELPA CAC Meetings

5.4 EV SELPA Professional Development – October & November 2023

5.5 Next Meeting – November 9, 2023, 8:00 AM

East Valley SELPA  
STEEERING COMMITTEE MEETING MINUTES  
September 14, 2023

MEMBERS PRESENT:

Dr. Patty Metheny	East Valley SELPA
Rob Pearson	Colton Joint Unified School District
Patricia Buchmiller	Redlands Unified School District
Sonya Scott	Rialto Unified School District
Torri Burke	Rim of the World Unified School District
Leslie Burghardt	Yucaipa-Calimesa Joint Unified School District

FISCAL STAFF PRESENT:

Linda Resiwain	Business Services, Colton
Valeria Estrella	Business Services, Rialto
Scott Whyte	Business Services, Rim of the World
Jennifer Alvarado	Internal Business, SB County Schools
Selina Hurley	Internal Business, SB County Schools
Lorena Gutierrez	Internal Business, SB County Schools
Grace Granados	Internal Business, SB County Schools
Amber Tavis	Business Services, Yucaipa

MEMBERS ABSENT:

Dr. Scott Wyatt	San Bernardino County Supt of Schools
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OTHERS PRESENT:

Dr. Rick Homutoff	East Valley SELPA
Jennifer Brooksby	East Valley SELPA
Rosalva Contreras	East Valley SELPA
Elizabeth Coronel	East Valley SELPA

1.0 CALL TO ORDER: SELPA Administrator Dr. Patty Metheny called the meeting to order at 8:00 a.m. at the Dorothy Inghram Learning Center located at 670 E. Carnegie Drive, San Bernardino, CA 92408.

2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the August 17, 2023, meeting were reviewed. Motion to approve the minutes was made by Patricia Buchmiller and seconded by Rob Pearson. The minutes were approved by consensus of the members present.

#### 4.0 DISCUSSION/PRESENTATION

##### Finance Items

#### 4.1 EV SELPA 2022-2023 OT Proportionate Share Program Return of Funds

In absence of Andrea Tennyson, Elizabeth Coronel reviewed the OT Proportionate Share Program Return of Funds.

#### 4.2 EV SELPA 2022-2023 Final NPS Costs

Ms. Coronel reviewed the final NPS costs for 2022-2023. She explained the costs reported were final reflecting all expenditures for the past year. Transfers for these expenditures have been done using resource 6500. Linda Resiwain inquired as to the possibility of changing the account number to transfer expenditures regarding mental health. After a discussion, it was determined that transfers for these expenditures will continue to be done using resource 6500.

#### 4.3 SBCSS 2022-2023 FFS Year-end Actuals

Jennifer Alvarado reviewed the SBCSS Fee-For-Service Year-End Actuals. Revenues and expenditures were reviewed. Ms. Alvarado remarked there was a decrease of 23 students served for SAI for FY 22/23. Fortunately, there was an increase of 79 students receiving low incidence services that offset the loss of those students and resulted in the return of funds to districts.

#### 4.4 AB 130 CDE Reporting – Due Sept 30, 2023 & Oct 1, 2023

Jennifer Brooksby presented the preliminary reports for the Dispute Prevention and Dispute Resolution and Learning Recovery funds resulting from AB 130. She provided the expenditure reports for reference. The reports will be filed with CDE by the SELPA to meet the deadlines .

#### 4.5 EV SELPA Fiscal Reporting Calendar 2023-2024

Ms. Coronel reviewed activities for September. She remarked most activities were completed during this meeting. She also shared that Consultant Andrea Tennyson will begin work on first interim reporting and is requesting districts provide to her by October 13, 2023 current year 2023-2023 P-1 data. Ms. Coronel also highlighted that required reporting relative to MOE, SEMA, SEMB, subsequent year tracking and excess cost calculations will be presented at the next Steering Committee meeting on October 12, 2023.

#### 4.6 SBCSS Fee-for-Service Program

In the absence of Dr. Scott Wyatt, Dr. Metheny provided an update on the SBCSS Fee-for-Service program. The decrease in DHH staff has reached a critical level as there is now only one DHH staff member with a caseload of 150 students. The search for DHH staff continues but, to date, no additional staff has been hired. Rob Pearson expressed his concerns about

holding IEPs for DHH only students since there is no DHH teacher available. Dr. Metheny indicated the SELPA will collect data on the students and districts this impacts and provide this data to the districts and Dr. Wyatt to identify next steps.

In respect to SBCSS student lists, Ms. Brooksby has been collaborating with SBCSS East Valley Operations to ensure the accuracy of the student lists. She shared she emailed district-specific lists to each director individually requesting confirmation of the accuracy of the lists.

The work of the SBCSS EV Low Incidence Workgroup, formally called the VI Workgroup, continues to be on pause.

Dr. Metheny has met with Myrlene Pierre, Assistant Superintendent of Student Services, to discuss the necessary changes to the SBCSS Student Services procedures handbook based on the concerns brought forth by the Steering Committee. Ms. Pierre reported she hopes to have this work completed during the fall.

Ms. Alvarado brought to the Committee's attention the requirement for mental health monies to go directly to LEAs and that an unanticipated complication has resulted. These monies, both state and federal, are being provided to SBCSS EV-Ops for the students in the SBCSS EV-Ops Fee-for-service SAI classrooms. It is a considerably small amount of money per student and per district but because SBCSS must provide it to the districts and for the federal dollars report on it via expenditure reports, Ms. Alvarez is asking for guidance on how best to do this. Dr. Metheny indicated she will meet with Ms. Alvarez to look at potential simulations for the Steering Committee to consider regarding this issue and will bring the simulations to the Committee at a subsequent Committee meeting.

## Program Items

### 4.7 The Special Ed Administrator's Personal Trainer

Dr. Metheny facilitated conversation and the directors shared insights regarding chapters 1, 2 and 5. Collegiate and meaningful conversations regarding their purpose, responsibilities, resources available and possibilities in terms of personal and professional growth were shared.

### 4.8 Revised EV SELPA Regional Program Policy Language

Dr. Metheny presented the revised EV SELPA Regional Program Policy for its first reading. She explained this revision includes language regarding opening and closing regional programs to ensure timelines and safeguards are observed. It will ensure districts are not surprised by program/classroom openings or closings. This revision will be presented for its first read to the EV SELPA Board of Directors at its next regularly scheduled meeting on September 20, 2023.

### 4.9 CDE Compliance Monitoring

Ms. Brooksby shared all districts have completed or calendared their meetings to include her for CIM Plan Step 2. Although guidance is pending from CDE regarding Step 3 of the CIM plan, Ms. Brooksby will share this information once available.

#### 4.10 Alternate Pathway to a High School Diploma

Dr. Metheny provided information on the Alternate Pathway to a High School Diploma (Ed Code 51225.31) including sample school board policy and other resources.

On August 25, 2023, CDE communicated via letter regarding its implementation and requirements which went into effect January 1, 2023. Students are appropriate for this pathway if they meet the requirements detailed in the ed code.

Students must be eligible to take the California Alternate Assessments (CAA) in grade 11. An eligible student's IEP team must meet in the 9<sup>th</sup> grade (or current 10<sup>th</sup> grade) to determine the appropriateness of the pathway for the student. Dr. Metheny was asked and agreed to provide sample IEP language for this purpose. The student must meet the California state requirements for a high school diploma and are exempt from meeting the requirements of the local board of education where they reside and attend. A key component of this requirement lies in the use *core content connectors* to Common Core State Standards to meet the essential understanding needed to obtain the high school diploma. The Committee spoke about the core content connectors incorporated in the Unique Learning Systems (ULS) curriculum used by the districts. To assist with understanding ULS and the core content connectors, SELPA will look into hosting a SELPA wide training with ULS. Finally, any student who receives a high school diploma via this pathway is eligible to continue to receive special education services, a free appropriate public education (FAPE), until the semester of the 22<sup>nd</sup> birthday.

#### 4.11 EV SELPA Due Process & Legal Updates

Dr. Rick Homutoff provided an update of EV SELPA due process cases during 2022-2023 through September 2023. There were 29 due process cases filed during 2022-2023 and to-date, seven cases have been filed in 2023-2024. Seven of the 2022-2023 cases were not settled before the end of 2022-2023 and required work into 2023-2024. Dr. Homutoff shared there was a small increase in the number of filings from the previous two years. He shared cases in 2022-2023 took an average of 72 days to settle compared to 61 days in 2021-2022. In addition, requests for IEEs increased as did the cost of parent attorneys in 2022-2023. Dr. Homutoff noted the data indicated that of the 29 cases filed last year, six were from families who had previously filed and that two families filed for due process twice.

#### 4.12 EV SELPA Supporting Inclusive Practices

Ms. Brooksby shared the EV SELPA Ribbon of Inclusion which was approved by the East Valley SELPA Board of Directors in March 2023. The East Valley SELPA is now moving into the implementation phase. Ms. Brooksby shared the nomination process and encouraged Committee members to initiate the nomination process for eligible schools. In addition, she provided guidance on how to do so.

The partnership with Ventura County regarding Inclusive Practices continues. The flyer for the virtual series "Zooming Ahead on Inclusive Practices" was provided. Katie Novak and Shelley Moore will be back in the EV SELPA region on May 7 to provide in-person professional development at the EV SELPA and on May 8 for school site visits.

As a SIP Grant recipient, the East Valley SELPA is able to access an array of recorded professional development opportunities. Flyers for those SIP training opportunities were shared.

Dr. Metheny will share this information with the EV SELPA Board of Directors on September 20, 2023.

#### 4.13 EV SELPA Alternative Dispute Resolution

Ms. Brooksby shared the parent certification series led by David Dowling began September 13 with 22 people registered and 14 in attendance.

Dr. Metheny shared there are 21 participants registered for the Key2Ed FIEP Training October 30, 31 and November 1. Ms. Brooksby indicated nine spots are available and requested names be provided to her as soon as possible. Key2Ed will be providing this FIEP training again in April 2024.

#### 4.14 CALPADS/Web IEP Student Data

The CALPADS file redesign for special education will be implemented September 19, 2023. Districts were advised to upload/send records to CALPADS to ensure accuracy prior to the redesign.

Ms. Brooksby is facilitating the work of the IEP Vendor Selection Committee which includes representatives from all of the SELPA member districts. The Committee has two candidates: SEIS and SIRAS. SEIS was scheduled to present in the afternoon following the Steering meeting. SIRAS was scheduled to present later in September.

#### 4.15 EV SELPA Community Advisory Committee

The first CAC meeting of this year is Monday, September 18, 2023. Dr. Metheny expressed the need for more membership and will share this with the Board of Directors.

#### 4.16 EV SELPA Family Resource Fair

Planning for the first annual EV SELPA Family Resource Fair is well underway. Dr. Metheny provided an update on the progress made by the planning committee. She also reminded the directors that each district will have an opportunity to have a 'vendor table' and encouraged them to identify staff and materials for the tables. It was suggested for districts to bring paper copies of job applications. Parents may be interested in applying for paraprofessional or other part time positions in the district.

#### 4.17 California Legislation Affecting Special Education

Dr. Metheny shared information regarding SB 354, a bill previously introduced by State Senator Ochoa Bogh as SB 1113, focused on inclusive education. Dr. Metheny also shared AB 1517 that codifies the technical assistant work SELPAs do assisting districts in differentiated assistance and improving outcomes for students with disabilities. Both of these bills are now on the Governor's desk waiting for his signature and approval.

#### 4.18 Hot Topics

Dr. Metheny distributed laminated copies of the Special Education Timelines in California which were made available by the SELPAs provided with funds from CDE for this purpose. A link to the High-Quality IEP Project was embedded in the agenda for today's meeting and discussed. This online resource is the work of the SELPA Leads responsible for improving the quality of IEPs in California. Many of the valuable resources available at this site were highlighted.

Rob Pearson shared concerns brought to his attention by staff regarding reports of staff behavior in a local Non-public school. Dr. Metheny shared the steps for reporting this to CDE. Mr. Pearson agreed to gather more information regarding this allegation.

Mr. Pearson inquired as to the expectations regarding PCM techniques. Dr. Metheny emphasized PCM techniques are only to be implemented in emergency situations.

Torri Burke inquired as to the use of buckle guards for students being transported. Ms. Burke reported the Rim transportation department would like to implement the use of this buckle for a student who is privately transported by the district. Concerns regarding student safety and the ability to undue the buckle were shared. Ms. Burke indicated additional research will be conducted on the student's behavior and ways to ensure his safety while being transported to and from school.

Ms. Brooksby shared that the recently opened NonPublic School called Dynamic Hope School is a rebranding of the Bright Futures Academy in Riverside. As a reminder, CDE closed Bright Futures Academy due to disturbing activities in the school. While the school management is different, ownership and location of the school continue to be the same. East Valley SELPA will not be engaging in a master contract with this school.

#### 5.0 OTHER

5.1 2023-2024 EV SELPA Steering Committee Meetings

5.2 2023-2024 EV SELPA Board of Directors Meetings

5.3 2023-2024 EV SELPA CAC Meetings

5.4 EV SELPA Professional Development – September & October 2023

6.0 ADJOURNMENT: Meeting adjourned at 1:12 pm. Next meeting will be held on October 12, 2023.



## 4.0 FINANCE ITEMS

### 4.1 EV SELPA MOE SEMA & SEMB

**2022-2023 EAST VALLEY SELPA  
SPECIAL EDUCATION MAINTENANCE OF EFFORT (MOE)  
SUMMARY REPORT- SEMA & SEMB BASED on SACS UAs**

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
SEMA (Actual to Actual)	STATE & LOCAL EXPENSE			INCREASE OR (DECREASE)	PASS (FAIL)	STATE & LOCAL EXPENSE PER PUPIL				INCREASE OR (DECREASE)	PASS (FAIL)	PUPIL COUNT		INCREASE OR (DECREASE)
	FY 22/23 ACTUAL	COMPARISON YEAR	COMP. YEAR ACTUAL			FY 22/23 ACTUAL	COMPARISON YEAR	COMPARISON ACTUAL	COMP. YEAR ACTUAL			CY YEAR Oct-22	COMP. YEAR	
SEMA Reference	SEC. 3A, LINE 1C, COL.A		SEC. 3A, LINE 1C, COL.B	SEC. 3A, LINE 1C, COL.C		SEC. 3A, LINE 2E, COL.A		SEC. 3A, LINE 2C, COL.B	SEC. 3A, LINE 2E, COL.B	SEC. 3A, LINE 2E, COL.C		SEC. 3A, LINE 2D, COL.A	SEC. 3A, LINE 2D, COL.B	
COLTON	46,015,909.11	2021-22	38,182,061.88	7,833,847.23	PASS	17,603.64	2021-22	38,182,061.88	14,759.20	2,844.43	PASS	2,614	2,587	27
REDLANDS	51,767,302.68	2021-22	43,953,374.35	7,813,928.33	PASS	16,560.24	2021-22	43,953,374.35	15,078.34	1,481.89	PASS	3,126	2,915	211
RIALTO	72,224,931.38	2021-22	62,201,551.90	10,023,379.48	PASS	26,092.82	2021-22	62,201,551.90	22,175.24	3,917.58	PASS	2,768	2,805	(37)
RIM	7,060,550.89	2021-22	6,765,362.53	295,188.36	PASS	17,920.18	2022-23	6,765,362.53	16,500.88	1,419.30	PASS	394	410	(16)
YUCAIPA	27,210,162.05	2021-22	23,537,058.39	3,673,103.66	PASS	20,351.65	2021-22	23,537,058.39	18,147.31	2,204.35	PASS	1,337	1,297	40
SBCSS (EV Ops & SELPA)	18,252,466.26	2021-22	17,597,909.75	654,556.51	PASS	62,939.54	2021-22	17,597,909.75	64,936.94	(1,997.40)	(FAIL)	290	271	19
<b>CONSORTIUM TOTAL</b>	<b>222,531,322.37</b>		<b>192,237,318.80</b>	<b>30,294,003.57</b>	<b>PASS</b>	<b>21,135.09</b>		<b>192,237,318.80</b>	<b>18,691.04</b>	<b>2,444.05</b>	<b>PASS</b>	<b>10,529</b>	<b>10,285</b>	<b>244</b>

P	Q	R	S	T	U	V	W	X	Y	Z	AA	BB	CC	DD
SEMA (Actual to Actual)	LOCAL EXPENSE			INCREASE OR (DECREASE)	PASS (FAIL)	LOCAL EXPENSE PER PUPIL				INCREASE OR (DECREASE)	PASS (FAIL)	PUPIL COUNT		INCREASE OR (DECREASE)
	FY 22/23 ACTUAL	COMPARISON YEAR	COMP. YEAR ACTUAL			FY 22/23 ACTUAL	COMPARISON YEAR	COMPARISON ACTUAL	COMP. YEAR ACTUAL			CY YEAR Oct-20	COMP. YEAR	
SEMA Reference	SEC. 3B, LINE 1A, COL.A		SEC. 3B, LINE 1A, COL.B	SEC. 3B, LINE 1A, COL.C		SEC. 3B, LINE 2C, COL.A		SEC. 3B, LINE 2A, COL.B	SEC. 3B, LINE 2C, COL.B	SEC. 3B, LINE 2C, COL.C		SEC. 3B, LINE 2B, COL.A	SEC. 3B, LINE 2B, COL.B	
COLTON	21,922,612.59	2019-20	21,062,348.95	860,263.64	PASS	8,386.62	2019-20	21,062,348.95	7,897.39	489.22	PASS	2,614	2,667	(53)
REDLANDS	24,670,198.49	2021-22	17,697,826.35	6,972,372.14	PASS	7,891.94	2019-20	17,584,629.24	6,460.19	1,431.75	PASS	3,126	2,722	404
RIALTO	36,382,717.45	2021-22	32,277,432.84	4,105,284.61	PASS	13,144.05	2021-22	32,277,432.84	11,507.11	1,636.94	PASS	2,768	2,805	(37)
RIM	3,422,945.66	2020-21	3,084,423.44	338,522.22	PASS	8,687.68	2019-20	3,174,544.38	8,036.82	650.86	PASS	394	395	(1)
YUCAIPA	12,874,752.37	2021-22	11,059,345.32	1,815,407.05	PASS	9,629.58	2021-22	11,059,345.32	8,526.87	1,102.72	PASS	1,337	1,297	40
SBCSS (EV Ops & SELPA)	874,481.75	2013-14	1,959,443.59	(1,084,961.84)	(FAIL)	3,015.45	2013-14	1,959,443.59	3,768.16	(752.71)	(FAIL)	290	520	(230)
<b>CONSORTIUM TOTAL</b>	<b>100,147,708.31</b>		<b>87,140,820.49</b>	<b>13,006,887.82</b>	<b>PASS</b>	<b>9,511.61</b>		<b>87,117,744.32</b>	<b>8,371.88</b>	<b>1,139.73</b>	<b>PASS</b>	<b>10,529</b>	<b>10,406</b>	<b>123</b>

**2022-2023 EAST VALLEY SELPA  
SPECIAL EDUCATION MAINTENANCE OF EFFORT (MOE)  
SUMMARY REPORT- SEMA & SEMB BASED on SACS UAs**

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
SEMB (Budget to Actual)	STATE & LOCAL BUDGET/EXPENSE			INCREASE OR (DECREASE)	PASS (FAIL)	STATE & LOCAL BUDGET/EXPENSE PER PUPIL				INCREASE OR (DECREASE)	PASS (FAIL)	PUPIL COUNT		INCREASE OR (DECREASE)
	FY 23/24 BUDGET	COMPARISON YEAR	COMP. YEAR ACTUAL			FY 23/24 BUDGET per Pupil	COMPARISON YEAR	COMPARISON ACTUAL	COMP. YEAR ACTUAL			22/23 Projected	COMP. YEAR ACTUAL	
SEMB Reference	SEC. 3A, LINE 1C, COL.A		SEC. 3A, LINE 1C, COL.B	SEC. 3A, LINE 1C, COL.C		SEC. 3A, LINE 2E, COL.A		SEC. 3A, LINE 2C, COL.B	SEC. 3A, LINE 2E, COL.B	SEC. 3A, LINE 2E, COL.C		SEC. 3A, LINE 2D, COL.A	SEC. 3A, LINE 2D, COL.B	
COLTON	47,498,681.32	2022-23	46,015,909.11	1,482,772.21	PASS	18,170.88	2022-23	46,015,909.11	17,603.64	567.24	PASS	2,614	2,614	0
REDLANDS	44,144,926.66	2022-23	43,047,623.40	1,097,303.26	PASS	14,121.86	2021-22	43,047,623.40	13,770.83	351.02	PASS	3,126	3,126	0
RIALTO	66,214,739.00	2022-23	57,440,558.81	8,774,180.19	PASS	23,921.51	2022-23	57,440,558.81	20,751.64	3,169.87	PASS	2,768	2,768	0
RIM	6,935,508.25	2022-23	5,972,417.20	963,091.05	PASS	17,602.81	2022-23	5,972,417.20	15,158.42	2,444.39	PASS	394	394	0
YUCAIPA	21,847,546.76	2022-23	21,361,780.83	485,765.93	PASS	16,340.72	2022-23	21,361,780.83	15,977.39	363.34	PASS	1,337	1,337	0
SBCSS (EV Ops & SELPA)	18,249,870.89	2022-23	17,942,490.50	307,380.39	PASS	62,930.59	2021-22	17,597,909.75	64,936.94	(2,006.35)	(FAIL)	290	271	19
<b>CONSORTIUM TOTAL</b>	<b>204,891,272.88</b>		<b>191,780,779.85</b>	<b>13,110,493.03</b>	<b>PASS</b>	<b>19,459.71</b>		<b>191,436,199.10</b>	<b>18,214.67</b>	<b>1,245.04</b>	<b>PASS</b>	<b>10,529</b>	<b>10,510</b>	<b>19</b>

P	Q	R	S	T	U	V	W	X	Y	Z	AA	BB	CC	DD
SEMB (Budget to Actual)	LOCAL BUDGET/EXPENSE			INCREASE OR (DECREASE)	PASS (FAIL)	LOCAL BUDGET/EXPENSE PER PUPIL				INCREASE OR (DECREASE)	PASS (FAIL)	PUPIL COUNT		INCREASE OR (DECREASE)
	FY 23/24 BUDGET	COMPARISON YEAR	COMP. YEAR ACTUAL			FY 23/24 BUDGET per Pupil	COMPARISON YEAR	COMPARISON ACTUAL	COMP. YEAR ACTUAL			22/23 Projected	COMP. YEAR ACTUAL	
SEMB Reference	SEC. 3B, LINE 1A, COL.A		SEC. 3B, LINE 1A, COL.B	SEC. 3B, LINE 1A, COL.C		SEC. 3B, LINE 2C, COL.A		SEC. 3B, LINE 2A, COL.B	SEC. 3B, LINE 2C, COL.B	SEC. 3B, LINE 2C, COL.C		SEC. 3B, LINE 2B, COL.A	SEC. 3B, LINE 2B, COL.B	
COLTON	29,032,824.32	2022-23	21,922,612.59	7,110,211.73	PASS	11,106.67	2019-20	21,922,612.59	8,386.62	2,720.05	PASS	2,614	2,614	0
REDLANDS	25,444,146.66	2022-23	24,670,198.49	773,948.17	PASS	8,139.52	2022-23	24,670,198.49	7,891.94	247.58	PASS	3,126	3,126	0
RIALTO	43,579,333.00	2022-23	36,382,717.45	7,196,615.55	PASS	15,743.98	2019-20	36,382,717.45	13,144.05	2,599.93	PASS	2,768	2,768	0
RIM	4,510,029.00	2022-23	3,422,945.66	1,087,083.34	PASS	11,446.77	2022-23	3,422,945.66	8,687.68	2,759.09	PASS	394	394	0
YUCAIPA	14,238,316.76	2022-23	12,874,752.37	1,363,564.39	PASS	10,649.45	2022-23	12,874,752.37	9,629.58	1,019.87	PASS	1,337	1,337	0
SBCSS (EV Ops & SELPA)	1,038,146.22	2013-14	1,959,443.59	(921,297.37)	(FAIL)	3,579.81	2013-14	1,959,443.59	3,768.16	(188.35)	(FAIL)	290	520	(230)
<b>CONSORTIUM TOTAL</b>	<b>117,842,795.96</b>		<b>101,232,670.15</b>	<b>16,610,125.81</b>	<b>PASS</b>	<b>11,192.21</b>		<b>101,232,670.15</b>	<b>9,409.12</b>	<b>1,783.10</b>	<b>PASS</b>	<b>10,529</b>	<b>10,759</b>	<b>(230)</b>

### Subsequent Year Tracking Worksheet

LOCAL EDUCATIONAL AGENCY (LEA):

SELPA Code and SELPA Name:

COLTON JUSD

TT 3602 East Valley Consortium

Fiscal Year

2022-2023

School Year	A	B	C	D	E	F	G	H	I	J
	State and Local Total Amount	State and Local Total MOE Result	State and Local Per Capita Amount	State and Local Per Capita MOE Result	Local Only Total Amount	Local Only Total MOE Result	Local Only Per Capita Amount	Local Only Per Capita MOE Result	Enrollment	Result for Fiscal Year
2011-2012 Expenditures (Compliance) SEMA - SACS2012ALL	\$ 17,307,865.17	Pass	\$ 7,538.27	Pass	\$ 6,801,678.93	Pass	\$ 2,962.40	Pass	2296	Pass
	\$ -			\$ -		\$ -		\$ -		
2012-2013 Expenditures (Compliance) SEMA - SACS2013ALL	\$ 17,737,963.96	Pass	\$ 7,434.18	Fail	\$ 6,578,767.29	Fail	\$ 2,757.24	Fail	2386	Pass
	\$ -			\$ -		\$ -		\$ -		
2018-2019 Expenditures (Compliance) SEMA - SACS2019ALL	\$ 31,467,165.56	Pass	\$ 11,459.27	Pass	\$ 19,174,560.12	Pass	\$ 6,982.72	Pass	2746	Pass
	\$ -			\$ -		\$ -		\$ -		
2019-2020 Expenditures (Compliance) SEMA - SACS2020ALL	\$ 34,109,576.73	Pass	\$ 12,789.49	Pass	\$ 21,062,348.95	Pass	\$ 7,897.39	Pass	2667	Pass
	\$ -			\$ -		\$ -		\$ -		
2020-2021 Expenditures (Compliance) SEMA - SACS2021ALL	\$ 35,400,570.90	Pass	\$ 13,537.50	Pass	\$ 20,077,410.35	Fail	\$ 7,677.79	Fail	2615	Pass
	\$ -			\$ -		\$ -		\$ -		
2021-2022 Expenditures (Compliance) SEMA - SACS2022ALL	\$ 38,182,061.88	Pass	\$ 14,759.20	Pass	\$ 20,389,176.83	Fail	\$ 7,881.40	Fail	2587	Pass
	\$ -			\$ -		\$ -		\$ -		
2022-2023 Expenditures (Compliance) SEMA - SACS Web 2022/23	\$ 46,015,909.11	Pass	\$ 17,603.64	Pass	\$ 21,922,612.59	Pass	\$ 8,386.62	Pass	2614	Pass
	\$ -			\$ -		\$ -		\$ -		
Expenditures (Eligibility No PCRA) SEMB - SACS Web 2022/23 (Expenditures less PCRA for Comparison Year)	\$ 46,015,909.11	Comparison Year	\$ 17,603.64	Comparison Year	\$ 21,922,612.59	Comparison Year	\$ 8,386.62	Comparison Year		
	\$ -		\$ -							
	\$ 46,015,909.11	2022-2023	\$ 17,603.64	2022-2023	\$ 21,922,612.59	2022-2023	\$ 8,386.62	2022-2023		
2023-2024 Budget (Eligibility) SEMB - SACS Web 2022/23	\$ 47,498,681.32	Pass	\$ 18,170.88	Pass	\$ 29,032,824.32	Pass	\$ 11,106.67	Pass	2614	Pass
				\$ -				\$ -		

The signature of authorized agent conveys agreement with and accuracy of the information provided.

Signature of Authorized Agent	Date Signed
Printed Name and Title of Authorized Agent	Contact Person's Name, E-Mail, and Telephone Number
Mariamanda Sarabia, Director Fiscal Services	<a href="mailto:Mariamanda_Sarabia@cjUSD.net">Mariamanda_Sarabia@cjUSD.net</a>

### Subsequent Year Tracking Worksheet

LOCAL EDUCATIONAL AGENCY (LEA):

SELPA Code and SELPA Name:

REDLANDS USD	TT 3602 East Valley Consortium
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Fiscal Year 2022-2023

	A	B	C	D	E	F	G	H	I	J
School Year	State and Local Total Amount	State and Local Total MOE Result	State and Local Per Capita Amount	State and Local Per Capita MOE Result	Local Only Total Amount	Local Only Total MOE Result	Local Only Per Capita Amount	Local Only Per Capita MOE Result	Enrollment	Result for Fiscal Year
2011-2012 Expenditures (Compliance) SEMA - SACS2012ALL	\$ 22,298,938.06	Pass	\$ 8,632.96	Pass	\$ 6,818,925.87	Pass	\$ 2,639.92	Pass	2583	Pass
	\$ -			\$ -		\$ -		\$ -		
2012-2013 Expenditures (Compliance) SEMA - SACS2013ALL	\$ 23,895,115.16	Pass	\$ 8,882.94	Pass	\$ 7,703,841.30	Pass	\$ 2,863.88	Pass	2690	Pass
	\$ -			\$ -		\$ -		\$ -		
2018-2019 Expenditures (Compliance) SEMA - SACS2019ALL	\$ 33,569,396.18	Pass	\$ 12,006.22	Pass	\$ 12,549,787.85	Pass	\$ 4,488.48	Pass	2796	Pass
	\$ -			\$ -		\$ -		\$ -		
2019-2020 Expenditures (Compliance) SEMA - SACS2020ALL	\$ 31,644,522.72	Fail	\$ 11,625.47	Fail	\$ 17,584,629.24	Pass	\$ 6,460.19	Pass	2722	Pass
	\$ -			\$ -		\$ -		\$ -		
2020-2021 Expenditures (Compliance) SEMA - SACS2021ALL	\$ 37,971,161.54	Pass	\$ 13,556.29	Pass	\$ 15,583,187.28	Fail	\$ 5,563.44	Fail	2801	Pass
	\$ -			\$ -		\$ -		\$ -		
2021-2022 Expenditures (Compliance) SEMA - SACS2022ALL	\$ 43,953,374.35	Pass	\$ 15,078.34	Pass	\$ 17,697,826.35	Pass	\$ 6,071.30	Fail	2915	Pass
	\$ -			\$ -		\$ -		\$ -		
2022-2023 Expenditures (Compliance) SEMA - SACS Web 2022/23	\$ 51,767,302.68	Pass	\$ 16,560.24	Pass	\$ 24,670,198.49	Pass	\$ 7,891.94	Pass	3126	Pass
	\$ -			\$ -		\$ -		\$ -		
Expenditures (Eligibility No PCRA) SEMB - SACS Web 2022/23	\$ 51,767,302.68	Comparison Year	\$ 16,560.24	Comparison Year	\$ 24,670,198.49	Comparison Year	\$ 7,891.94	Comparison Year		
(Expenditures less PCRA for Comparison Year)	\$ (8,719,679.28)				\$ (2,789.40)					
	\$ 43,047,623.40	2022-2023	\$ 13,770.84	2022-2023	\$ 24,670,198.49	2022-2023	\$ 7,891.94	2022-2023		
2023-2024 Budget (Eligibility) SEMB - SACS Web 2022/23	\$ 44,144,926.66	Pass	\$ 14,121.86	Pass	\$ 25,444,146.66	Pass	\$ 8,139.52	Pass	3126	Pass
				\$ -				\$ -		

The signature of authorized agent conveys agreement with and accuracy of the information provided.

Signature of Authorized Agent	Date Signed
Printed Name and Title of Authorized Agent	Contact Person's Name, E-Mail, and Telephone Number
Briann Gugisberg, Director-Fiscal Services	<a href="mailto:Andrea.tennyson@sbcsc.net">Andrea Tennyson, Andrea.tennyson@sbcsc.net</a> (909)252-4508

### Subsequent Year Tracking Worksheet

**LOCAL EDUCATIONAL AGENCY (LEA):**

**SELPA Code and SELPA Name:**

RIALTO USD

TT 3602 East Valley Consortium

Fiscal Year

2022-2023

	A	B	C	D	E	F	G	H	I	J
School Year	State and Local Total Amount	State and Local Total MOE Result	State and Local Per Capita Amount	State and Local Per Capita MOE Result	Local Only Total Amount	Local Only Total MOE Result	Local Only Per Capita Amount	Local Only Per Capita MOE Result	Enrollment	Result for Fiscal Year
2011-2012 Expenditures (Compliance) SEMA - SACS2012ALL	\$ 26,828,693.06	Pass	\$ 11,824.02	Pass	\$ 9,720,165.72	Pass	\$ 4,283.90	Pass	2269	Pass
	\$ -			\$ -	\$ -			\$ -		
2012-2013 Expenditures (Compliance) SEMA - SACS2013ALL	\$ 26,980,189.69	Pass	\$ 10,958.65	Fail	\$ 9,786,215.56	Pass	\$ 3,974.90	Fail	2462	Pass
	\$ -			\$ -	\$ -			\$ -		
2018-2019 Expenditures (Compliance) SEMA - SACS2019ALL	\$ 56,114,516.67	Pass	\$ 18,779.96	Pass	\$ 30,692,564.03	Fail	\$ 10,271.94	Fail	2988	Pass
	\$ -			\$ -	\$ -			\$ -		
2019-2020 Expenditures (Compliance) SEMA - SACS2020ALL	\$ 54,654,911.31	Fail	\$ 19,333.18	Pass	\$ 32,268,533.24	Pass	\$ 11,414.41	Pass	2827	Pass
	\$ -			\$ -	\$ -			\$ -		
2020-2021 Expenditures (Compliance) SEMA - SACS2021ALL	\$ 55,315,103.77	Fail	\$ 19,361.25	Pass	\$ 30,533,900.55	Fail	\$ 10,687.40	Fail	2857	Pass
	\$ -			\$ -	\$ -			\$ -		
2021-2022 Expenditures (Compliance) SEMA - SACS2022ALL	\$ 62,201,551.90	Pass	\$ 22,175.24	Pass	\$ 32,277,432.84	Pass	\$ 11,507.11	Pass	2805	Pass
	\$ -			\$ -	\$ -			\$ -		
2022-2023 Expenditures (Compliance) SEMA - SACS Web 2022/23	\$ 72,224,931.38	Pass	\$ 26,092.82	Pass	\$ 36,382,717.45	Pass	\$ 13,144.05	Pass	2768	Pass
	\$ -			\$ -	\$ -			\$ -		
Expenditures (Eligibility No PCRA) SEMB - SACS Web 2022/23	\$ 72,224,931.38	Comparison Year	\$ 26,092.82	Comparison Year	\$ 36,382,717.45	Comparison Year	\$ 13,144.05	Comparison Year		
(Expenditures less PCRA for Comparison Year)	\$ (14,784,372.57)		\$ (5,341.18)		\$ 36,382,717.45		\$ 13,144.05			
	\$ 57,440,558.81	2022-2023	\$ 20,751.64	2022-2023	\$ 36,382,717.45	2022-2023	\$ 13,144.05	2022-2023		
2023-2024 Budget (Eligibility) SEMB - SACS Web 2022/23	\$ 66,214,739.00	Pass	\$ 23,921.51	Pass	\$ 43,579,333.00	Pass	\$ 15,743.98	Pass	2768	Pass
				\$ -				\$ -		

The signature of authorized agent conveys agreement with and accuracy of the information provided.

<p>Signature of Authorized Agent</p> 	<p>Date Signed</p> <p>9/22/23</p>
<p>Printed Name and Title of Authorized Agent</p> <p>Nicole Albiso, Lead Fiscal Services Agent</p>	<p>Contact Person's Name, E-Mail, and Telephone Number</p> <p>Andrea Tennison, Andrea_tennison@sbcss.net, 909 252-4508</p>

### Subsequent Year Tracking Worksheet

LOCAL EDUCATIONAL AGENCY (LEA):

SELPA Code and SELPA Name:

RIM OF THE WORLD USD

TT 3602 East Valley Consortium

Fiscal Year

2022-2023

School Year	A	B	C	D	E	F	G	H	I	J
	State and Local Total Amount	State and Local Total MOE Result	State and Local Per Capita Amount	State and Local Per Capita MOE Result	Local Only Total Amount	Local Only Total MOE Result	Local Only Per Capita Amount	Local Only Per Capita MOE Result	Enrollment	Result for Fiscal Year
2011-2012 Expenditures (Compliance) SEMA - SACS2012ALL	\$ 4,078,850.46	Pass	\$ 7,769.24	Pass	\$ 1,750,326.56	Pass	\$ 3,333.96	Pass	525	Pass
2012-2013 Expenditures (Compliance) SEMA - SACS2013ALL	\$ 3,607,690.07	Pass With Exemption(s)	\$ 7,032.53	Fail	\$ 1,432,189.96	Pass With Exemption(s)	\$ 2,791.79	Pass With Exemption(s)	513	Pass
2018-2019 Expenditures (Compliance) SEMA - SACS2019ALL	\$ 6,095,983.27	Pass	\$ 15,278.15	Pass	\$ 2,914,039.62	Pass	\$ 7,303.36	Pass	399	Pass
2019-2020 Expenditures (Compliance) SEMA - SACS2020ALL	\$ 6,008,089.51	Fail	\$ 15,210.35	Fail	\$ 3,174,544.38	Pass	\$ 8,036.82	Pass	395	Pass
2020-2021 Expenditures (Compliance) SEMA - SACS2021ALL	\$ 6,184,203.38	Pass	\$ 15,232.03	Fail	\$ 3,084,423.44	Pass With Exemption(s)	\$ 7,597.10	Fail	406	Pass
2021-2022 Expenditures (Compliance) SEMA - SACS2022ALL	\$ 6,765,362.53	Pass	\$ 16,500.88	Pass	\$ 2,943,195.64	Fail	\$ 7,178.53	Fail	410	Pass
2022-2023 Expenditures (Compliance) SEMA - SACS Web 2022/23	\$ 7,060,550.89	Pass	\$ 17,920.18	Pass	\$ 3,422,945.66	Pass	\$ 8,687.68	Pass	394	Pass
Expenditures (Eligibility No PCRA) SEMB - SACS Web 2022/23 (Expenditures less PCRA for Comparison Year)	\$ 7,060,550.89 \$ (1,088,133.69) \$ 5,972,417.20	Comparison Year 2022-2023	\$ 17,920.18 \$ (2,761.76) \$ 15,158.42	Comparison Year 2022-2023	\$ 3,422,945.66 \$ 3,422,945.66	Comparison Year 2022-2023	\$ 8,687.68 \$ 8,687.68	Comparison Year 2022-2023		
2023-2024 Budget (Eligibility) SEMB - SACS Web 2022/23	\$ 6,935,508.25	Pass	\$ 17,602.81	Pass	\$ 4,510,029.00	Pass	\$ 11,446.77	Pass	394	Pass

The signature of authorized agent conveys agreement with and accuracy of the information provided.

Signature of Authorized Agent

Printed Name and Title of Authorized Agent

Jenny Haberlin, Chief Business Official

Date Signed

10/2/23

Contact Person's Name, E-Mail, and Telephone Number

Andrea Tennyson, Andrea.tennyson@sbcss.net (909)252-4508

### Subsequent Year Tracking Worksheet

LOCAL EDUCATIONAL AGENCY (LEA):

SELPA Code and SELPA Name:

YUCAIPA-CALIMESA JUSD	TT 3602 East Valley Consortium
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Fiscal Year: 2022-2023

	A	B	C	D	E	F	G	H	I	J
School Year	State and Local Total Amount	State and Local Total MOE Result	State and Local Per Capita Amount	State and Local Per Capita MOE Result	Local Only Total Amount	Local Only Total MOE Result	Local Only Per Capita Amount	Local Only Per Capita MOE Result	Enrollment	Result for Fiscal Year
2012-2013 Expenditures (Compliance) SEMA - SACS2013ALL	\$ 10,911,029.26	Pass	\$ 10,697.09	Pass	\$ 2,776,239.12	Fail	\$ 2,721.80	Fail	1020	Pass
	\$ -		\$ -		\$ -		\$ -			
2013-2014 Expenditures (Compliance) SEMA - SACS2014ALL	\$ 10,741,031.92	Fail	\$ 11,096.11	Pass	\$ 3,025,671.84	Fail	\$ 3,125.69	Fail	968	Pass
	\$ -		\$ -		\$ -		\$ -			
2014-2015 Expenditures (Compliance) SEMA - SACS2015ALL	\$ 11,830,157.23	Pass	\$ 11,853.86	Pass	\$ 3,025,925.74	Fail	\$ 3,031.99	Fail	998	Pass
	\$ -		\$ -		\$ -		\$ -			
2018-2019 Expenditures (Compliance) SEMA - SACS2019ALL	\$ 18,415,019.30		\$ 13,711.85		\$ 9,550,915.63		\$ 7,111.63		1343	Pass
	\$ -		\$ -		\$ -		\$ -			
2019-2020 Expenditures (Compliance) SEMA - SACS2020ALL	\$ 19,018,521.78	Pass	\$ 14,893.13	Pass	\$ 9,951,216.67	Pass	\$ 7,792.65	Pass	1277	Pass
	\$ -		\$ -		\$ -		\$ -			
2020-2021 Expenditures (Compliance) SEMA - SACS2021ALL	\$ 19,150,141.57	Pass	\$ 14,259.23	Fail	\$ 8,314,304.47	Fail	\$ 6,190.84	Fail	1343	Pass
	\$ -		\$ -		\$ -		\$ -			
2021-2022 Expenditures (Compliance) SEMA - SACS2022ALL	\$ 23,537,058.39	Pass	\$ 18,147.31	Pass	\$ 11,059,345.32	Pass	\$ 8,526.87	Pass	1297	Pass
	\$ -		\$ -		\$ -		\$ -			
2022-2023 Expenditures (Compliance) SEMA - SACS Web 2022/23	\$ 27,210,162.05	Pass	\$ 20,351.65	Pass	\$ 12,874,752.37	Pass	\$ 9,629.58	Pass	1337	Pass
	\$ -		\$ -		\$ -		\$ -			
Expenditures (Eligibility No PCRA) SEMB - SACS Web 2022/23 (Expenditures less PCRA for Comparison Year)	\$ 27,210,162.05	Comparison Year	\$ 20,351.65	Comparison Year	\$ 12,874,752.37	Comparison Year	\$ 9,629.58	Comparison Year		
	\$ (5,848,381.22)		\$ (4,374.26)							
	\$ 21,361,780.83	2022-2023	\$ 15,977.39	2022-2023	\$ 12,874,752.37	2022-2023	\$ 9,629.58	2022-2023		
2023-2024 Budget (Eligibility) SEMB - SACS Web 2022/23	\$ 21,847,546.76	Pass	\$ 16,340.72	Pass	\$ 14,238,316.76	Pass	\$ 10,649.45	Pass	1337	Pass
	\$ -		\$ -		\$ -		\$ -			

The signature of authorized agent conveys agreement with and accuracy of the information provided.

Signature of Authorized Agent 	Date Signed 10/16/2023
Printed Name and Title of Authorized Agent Amber Tavis, Coordinator-Fiscal Services	Contact Person's Name, E-Mail, and Telephone Number Amber_tavis@yciusd.us (909)797-0174



### Subsequent Year Tracking Worksheet

LOCAL EDUCATIONAL AGENCY (LEA):

SELPA Code and SELPA Name:

EAST VALLEY OPS_SELPA	TT 3602 East Valley Consortium
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Fiscal Year 2022-2023

	A	B	C	D	E	F	G	H	I	J
School Year	State and Local Total Amount	State and Local Total MOE Result	State and Local Per Capita Amount	State and Local Per Capita MOE Result	Local Only Total Amount	Local Only Total MOE Result	Local Only Per Capita Amount	Local Only Per Capita MOE Result	Enrollment	Result for Fiscal Year
2012-2013 Expenditures (Compliance) SEMA - SACS2013ALL	\$ 13,286,518.91	Pass	\$ 24,834.61	Pass	\$ 1,475,936.27	Pass	\$ 2,758.76	Pass	535	Pass
	\$ -			\$ -		\$ -		\$ -		
2013-2014 Expenditures (Compliance) SEMA - SACS2014ALL	\$ 14,228,876.77	Pass	\$ 27,363.22	Pass	\$ 1,959,443.59	Pass	\$ 3,768.16	Pass	520	Pass
	\$ -			\$ -		\$ -		\$ -		
2014-2015 Expenditures (Compliance) SEMA - SACS2015ALL	\$ 14,588,020.08	Pass	\$ 28,887.17	Pass	\$ 1,094,653.88	Fail	\$ 2,167.63	Fail	505	Pass
	\$ -			\$ -		\$ -		\$ -		
2018-2019 Expenditures (Compliance) SEMA - SACS2019ALL	\$ 19,031,930.92		\$ 40,493.47		\$ 1,034,847.70		\$ 2,201.80		470	Pass
	\$ -			\$ -		\$ -		\$ -		
2019-2020 Expenditures (Compliance) SEMA - SACS2020ALL	\$ 18,918,615.73	Pass With Exemption(s)	\$ 46,483.09	Pass	\$ 977,052.42	Fail	\$ 2,400.62	Fail	407	Pass
	\$ 2,592,210.21			\$ 5,515.34		\$ -		\$ -		
2020-2021 Expenditures (Compliance) SEMA - SACS2021ALL	\$ 17,250,856.50	Pass With Exemption(s)	\$ 49,288.16	Pass	\$ 1,013,790.17	Fail	\$ 2,896.54	Fail	350	Pass
	\$ 2,649,535.86			\$ 6,509.92		\$ -		\$ -		
2021-2022 Expenditures (Compliance) SEMA - SACS2022ALL	\$ 17,597,909.75	Pass	\$ 64,936.94	Pass	\$ 705,179.01	Fail	\$ 2,602.14	Fail	271	Pass
	\$ -			\$ -		\$ -		\$ -		
2022-2023 Expenditures (Compliance) SEMA - SACS Web 2022/23	\$ 18,252,466.26	Pass	\$ 62,939.54	Fail	\$ 874,481.75	Fail	\$ 3,015.45	Fail	290	Pass
	\$ 322,190.21			\$ 1,188.89		\$ -		\$ -		
Expenditures (Eligibility No PCRA) SEMB - SACS Web 2022/23 (Expenditures less PCRA for Comparison Year)	\$ 18,252,466.26	Comparison Year	\$ 64,936.94	Comparison Year	\$ 1,959,443.59	Comparison Year	\$ 3,768.16	Comparison Year		
	\$ (309,975.76)		\$ (1,103.97)							
	\$ 17,942,490.50	2022-2023	\$ 63,832.97	2021-2022	\$ 1,959,443.59	2013-2014	\$ 3,768.16	2013-2014		
2023-2024 Budget (Eligibility) SEMB - SACS Web 2022/23	\$ 18,249,870.89	Pass	\$ 62,930.59	Fail	\$ 1,038,146.22	Fail	\$ 3,579.81	Fail	290	Pass
				\$ -				\$ -		

The signature of authorized agent conveys agreement with and accuracy of the information provided.

Signature of Authorized Agent 	Date Signed 10/9/2023
Printed Name and Title of Authorized Agent Scott Wyatt, Area Director	Contact Person's Name, E-Mail, and Telephone Number <a href="mailto:Andrea.tennyson@sbccs.net">Andrea Tennyson, Andrea.tennyson@sbccs.net</a> (909)252-4508

EAST VALLEY SELPA  
COLTON JUSD  
Excess Cost Calculation  
School Year/Fiscal Year 2022-23

*The excess cost calculation determines excess costs of the provision of special education and related services; maintenance of effort (MOE) demonstrates the LEA has not supplanted local funds with IDEA funds to pay excess costs.*

Except as otherwise provided, funds provided to an LEA under Part B of the Individuals with Disabilities Education Act (Act) may only be used to pay the excess costs of providing special education and related services to children with disabilities. Excess costs are those costs for the education of an elementary school or secondary school student with a disability that are in excess of the average annual per student expenditure in an LEA during the school year/fiscal year for an elementary school or secondary school student, as may be appropriate. Per 34 Code of Federal Regulations (CFR) Section 300.202(b)(2)(i), an LEA meets the excess cost requirement if it has spent at least a minimum average amount for the education of children with disabilities, before using Part B funds.

Section 602(8) of the Act and CFR Section 300.16 require the LEA to compute the minimum average amount for the education of children with disabilities in its elementary schools and for children with disabilities in its secondary schools. Calculations must be made separately for elementary and secondary schools in an LEA. LEAs may not compute the minimum average amount it must spend on the education of children with disabilities based on a combination of the enrollments in its elementary and secondary schools.

The calculations below demonstrate how to compute the minimum average amount an LEA must spend for the education of each of its elementary and secondary school children with disabilities under section 602(3) of the Act before it may use funds under Part B of the Act.

There are no Federal rules on how to define elementary from secondary within an LEA. CDE's direction is to split elementary from secondary based on certificated full time equivalent (FTE) personnel. To do this, the LEA should count the number of certificated FTE assigned as elementary and the number of certificated FTE personnel assigned as secondary and pro-rate expenditures proportionately. If the FTE personnel serves in a LEA-wide capacity, pro-rate them in a reasonable manner. LEAs should maintain documentation of the method chosen to separate elementary from secondary for this local definition.

For the year ending June 30, 2023, LEAs must submit the Excess Cost Calculation Excel Workbook to their Special Education Local Plan Area (SELPA) with the signature of the Special Education Director and the Chief Business Officer, or their designees, on or before September 15, 2023. SELPAs must submit reports electronically to the California Department of Education prior to November 15, 2023. The email for submission of electronic copies of the Excess Cost Calculation Excel Workbook is [spedfiscalprogrpts@cde.ca.gov](mailto:spedfiscalprogrpts@cde.ca.gov). Also, the CDE requests the SELPA name be in the subject line of the email (i.e. "2022-23 Excess Cost Calculation for Flintstone County SELPA").

All Fiscal and Student Data is for the 2022-23 school year/fiscal year

\*Note: Item 2 should exclude the following one-time Federal COVID-19 related funding such as GEER and ESSER from this report. These resources include, but may not be limited to, the following: RS 3210, 3212, 3213, 3214, 3215, 3216, 3217, 3218, and 3219.

Enter certificated staff FTE %s

Local Definition		
Total Expenditures	% Elementary	% Secondary
	51.00%	49.00%

Section A. Determine the total expenditures from all Federal, State, and local operating funds in the school year/fiscal year.

Item 1	State and Local Expenditures: FD 01-07, 09, 13, 61, 62; RS 0000-2999 & 6000-9999; OB 1000-7999	\$ 322,334,537.12	\$ 164,390,613.93	\$ 157,943,923.19
Item 2	Federal Expenditures: FD 01-07, 09, 13, 61, 62; RS 3000-5999 (excluding preschool RS 3308, 3315, 3345, & coordinated early intervening services RS 3307, 3309, 3312, 3318, & state portion of resource 3385 IDEA Early Intervention Grants); OB 1000-7999*	\$ 56,327,437.00	\$ 28,726,992.87	\$ 27,600,444.13
Item 3	Total Expenditures	<u>\$ 378,661,974.12</u>	<u>\$ 193,117,606.80</u>	<u>\$ 185,544,367.32</u>

Section B. Subtract the supplemental expenditures from the total expenditures calculated in Section A above.

Item 4	Total Expenditures	\$ 378,661,974.12	\$ 193,117,606.80	\$ 185,544,367.32
Item 5	IDEA, Part B Allocation: FD 01-07, 09, 13, 61, 62; RS 3305, 3306, 3310, 3311, 3327, 3386; OB 1000-7999	\$ 8,583,908.05	\$ 4,377,793.11	\$ 4,206,114.94
Item 6	ESEA, Title I, Part A Allocation: FD 01-07, 09, 13, 61, 62; RS 3010, 3177, 3185; OB 1000-7999	\$ 8,002,920.36	\$ 4,081,489.38	\$ 3,921,430.98
Item 7	ESEA, Title III, Parts A & B Allocation: FD 01-07, 09, 13, 61, 62; RS 4201-4204; OB 1000-7999	\$ 599,604.76	\$ 305,798.43	\$ 293,806.33
Item 8	State & Local Funds Spent for Children with Disabilities: FD 01-07, 09, 13, 61, 62; RS 0000-2999 & 6000-9999; GL 5xxx (excluding 5710 & 5730 for preschool & infants); OB 1000-7999	\$ 36,257,469.54	\$ 18,491,309.47	\$ 17,766,160.07
Item 9	State & local funds spent for ESEA, Title I, Part A & Title III, Parts A & B: OB 8980 state and local general fund contributions from unrestricted revenues for the above programs (Items 6-7). If none, enter "0".	\$ -	\$ -	\$ -
Item 10	Total Expenditures less supplemental expenditures	<u>\$ 325,218,071.41</u>	<u>\$ 165,861,216.42</u>	<u>\$ 159,356,854.99</u>

Section C. Deduct capital outlay and debt service for resources not listed in Section B above.

Item 11	Total Expenditures less supplemental expenditures	\$ 325,218,071.41	\$ 165,861,216.42	\$ 159,356,854.99
Item 12	Capital Outlay and Debt: FD 01-07, 09, 13, 61, 62; OB 6xxx &/or OB 7438 &/or OB 7439 &/or FN 8500	\$ 5,910,545.09	\$ 3,014,378.00	\$ 2,896,167.09
Item 13	Total Expenditures less Capital Outlay & Debt	<u>\$ 319,307,526.32</u>	<u>\$ 162,846,838.42</u>	<u>\$ 156,460,687.90</u>

EAST VALLEY SELPA  
COLTON JUSD  
Excess Cost Calculation  
School Year/Fiscal Year 2022-23

*The excess cost calculation determines excess costs of the provision of special education and related services; maintenance of effort (MOE) demonstrates the LEA has not supplanted local funds with IDEA funds to pay excess costs.*

Section D. Determine the average annual expenditure per student by dividing the average number of students enrolled in the school of the agency during the school year/fiscal year (including children with disabilities) into the amount computed under the above paragraph. The amount obtained through this computation is the minimum amount the LEA must spend (on the average) for the education of each of its children with disabilities "before" Part B funds may be used.

Item 14	Total amount for average calculation	\$ 319,307,526.32	\$ 162,846,838.42	\$ 156,460,687.90
Item 15	Number of all students enrolled in school year/fiscal year: All students include both general education and special education.	19,297	13,429	5,868
Item 16	Average annual expenditure per student	\$ 16,547.00	\$ 12,126.51	\$ 26,663.38

Section E. Determine the total minimum amount of funds the LEA must spend for the education of its children with disabilities in the LEA. The LEA must multiply the number of children with disabilities in the LEA during the school year/fiscal year times the average annual per student expenditure obtained in Section D above. Funds under Part B of the Act can only be used for excess costs over and above this minimum.

Note: Item 18 below requires the LEA to calculate the amount of time each student is in special education. The CALPADS field 14.34 General Education Percentage Range reports the range of time in general education, which cannot be used for this calculation. Use data within your Special Education Data System (SEDS), which likely has the actual percentage in general education to calculate the FTE. Refer to the tab labeled "Calculating FTE" for an instructional guide.

Item 17	Average annual expenditure per student	\$ 16,547.00	\$ 12,126.51	\$ 26,663.38
Item 18	Number of full-time special education student equivalents (FTE of time spent in special education classes) <b>excluding preschool and infants</b>	620.78	316.60	304.18
Item 19	TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cost)	\$ 10,272,048.83	\$ 3,839,224.87	\$ 8,110,524.24

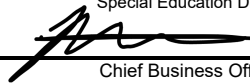
Section F. Finally, determine how much was spent in the school year/fiscal year 2022-23 on LEA children with disabilities and verify this amount is equal to or exceeds the amount calculated in Section E above

Item 20	TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cost)	\$ 10,272,048.83	\$ 3,839,224.87	\$ 8,110,524.24
Item 21	State & Local Funds Spent for Children with Disabilities: FD 01-07, 09, 13, 61, 62; RS 0000-2999 & 6000-9999; GL 5xxx (excluding 5710 & 5730 for preschool & infants); OB 1000-7999 <b>Note: This is the same as Item 8.</b>	\$ 36,257,469.54	\$ 18,491,309.47	\$ 17,766,160.07
Item 22	Amount LEA spent on children with disabilities in excess of requirement. Item 22 should be positive. If it is negative, then the LEA has not met the excess cost requirement and may not use any of their Federal IDEA Part B funds.	\$ 25,985,420.71	\$ 14,652,084.60	\$ 9,655,635.83

Met Met



Special Education Director or Designee



Chief Business Officer or Designee

EAST VALLEY SELPA  
REDLANDS USD  
Excess Cost Calculation  
School Year/Fiscal Year 2022-23

*The excess cost calculation determines excess costs of the provision of special education and related services; maintenance of effort (MOE) demonstrates the LEA has not supplanted local funds with IDEA funds to pay excess costs.*

Except as otherwise provided, funds provided to an LEA under Part B of the Individuals with Disabilities Education Act (Act) may only be used to pay the excess costs of providing special education and related services to children with disabilities. Excess costs are those costs for the education of an elementary school or secondary school student with a disability that are in excess of the average annual per student expenditure in an LEA during the school year/fiscal year for an elementary school or secondary school student, as may be appropriate. Per 34 Code of Federal Regulations (CFR) Section 300.202(b)(2)(i), an LEA meets the excess cost requirement if it has spent at least a minimum average amount for the education of children with disabilities, before using Part B funds.

Section 602(8) of the Act and CFR Section 300.16 require the LEA to compute the minimum average amount for the education of children with disabilities in its elementary schools and for children with disabilities in its secondary schools. Calculations must be made separately for elementary and secondary schools in an LEA. LEAs may not compute the minimum average amount it must spend on the education of children with disabilities based on a combination of the enrollments in its elementary and secondary schools.

The calculations below demonstrate how to compute the minimum average amount an LEA must spend for the education of each of its elementary and secondary school children with disabilities under section 602(3) of the Act before it may use funds under Part B of the Act.

There are no Federal rules on how to define elementary from secondary within an LEA. CDE's direction is to split elementary from secondary based on certificated full time equivalent (FTE) personnel. To do this, the LEA should count the number of certificated FTE assigned as elementary and the number of certificated FTE personnel assigned as secondary and pro-rate expenditures proportionately. If the FTE personnel serves in a LEA-wide capacity, pro-rate them in a reasonable manner. LEAs should maintain documentation of the method chosen to separate elementary from secondary for this local definition.

For the year ending June 30, 2023, LEAs must submit the Excess Cost Calculation Excel Workbook to their Special Education Local Plan Area (SELPA) with the signature of the Special Education Director and the Chief Business Officer, or their designees, on or before September 15, 2023. SELPAs must submit reports electronically to the California Department of Education prior to November 15, 2023. The email for submission of electronic copies of the Excess Cost Calculation Excel Workbook is [spedfiscalprogrpts@cde.ca.gov](mailto:spedfiscalprogrpts@cde.ca.gov). Also, the CDE requests the SELPA name be in the subject line of the email (i.e. "2022-23 Excess Cost Calculation for Flintstone County SELPA").

All Fiscal and Student Data is for the 2022-23 school year/fiscal year

Local Definition

\*Note: Item 2 should exclude the following one-time Federal COVID-19 related funding such as GEER and ESSER from this report. These resources include, by may not be limited to, the following: RS 3210, 3212, 3213, 3214, 3215, 3216, 3217, 3218, and 3219.

Enter certificated staff FTE %

Total Expenditures	% Elementary	% Secondary
	43.79%	56.21%

Section A. Determine the total expenditures from all Federal, State, and local operating funds in the school year/fiscal year.

Item 1	State and Local Expenditures: FD 01-07, 09, 13, 61, 62; RS 0000-2999 & 6000-9999; OB 1000-7999	\$ 329,937,044.82	\$ 144,492,611.18	\$ 185,444,433.64
Item 2	Federal Expenditures: FD 01-07, 09, 13, 61, 62; RS 3000-5999 (excluding preschool RS 3308, 3315, 3345, & coordinated early intervening services RS 3307, 3309, 3312, 3318, & state portion of resource 3385 IDEA Early Intervention Grants); OB 1000-7999*	\$ 25,629,064.28	\$ 11,223,990.99	\$ 14,405,073.29
Item 3	Total Expenditures	\$ 355,566,109.10	\$ 155,716,602.18	\$ 199,849,506.92

Section B. Subtract the supplemental expenditures from the total expenditures calculated in Section A above.

Item 4	Total Expenditures	\$ 355,566,109.10	\$ 155,716,602.18	\$ 199,849,506.92
Item 5	IDEA, Part B Allocation: FD 01-07, 09, 13, 61, 62; RS 3305, 3306, 3310, 3311, 3327, 3386; OB 1000-7999	\$ 5,751,233.00	\$ 2,518,694.66	\$ 3,232,538.34
Item 6	ESEA, Title I, Part A Allocation: FD 01-07, 09, 13, 61, 62; RS 3010, 3177, 3185; OB 1000-7999	\$ 5,288,886.58	\$ 2,316,214.70	\$ 2,972,671.88
Item 7	ESEA, Title III, Parts A & B Allocation: FD 01-07, 09, 13, 61, 62; RS 4201-4204; OB 1000-7999	\$ 214,588.94	\$ 93,977.07	\$ 120,611.87
Item 8	State & Local Funds Spent for Children with Disabilities: FD 01-07, 09, 13, 61, 62; RS 0000-2999 & 6000-9999; GL 5xxx (excluding 5710 & 5730 for preschool & infants); OB 1000-7999	\$ 40,480,325.46	\$ 17,727,951.50	\$ 22,752,373.96
Item 9	State & local funds spent for ESEA, Title I, Part A & Title III, Parts A & B: OB 8980 state and local general fund contributions from unrestricted revenues for the above programs (Items 6-7). If none, enter "0".	\$ -	\$ -	\$ -
Item 10	Total Expenditures less supplemental expenditures	\$ 303,831,075.12	\$ 133,059,764.25	\$ 170,771,310.87

Section C. Deduct capital outlay and debt service for resources not listed in Section B above.

Item 11	Total Expenditures less supplemental expenditures	\$ 303,831,075.12	\$ 133,059,764.25	\$ 170,771,310.87
Item 12	Capital Outlay and Debt: FD 01-07, 09, 13, 61, 62; OB 6xxx &/or OB 7438 &/or OB 7439 &/or FN 8500	\$ 14,889,362.76	\$ 6,520,646.70	\$ 8,368,716.06
Item 13	Total Expenditures less Capital Outlay & Debt	\$ 288,941,712.36	\$ 126,539,117.55	\$ 162,402,594.81

EAST VALLEY SELPA  
REDLANDS USD  
Excess Cost Calculation  
School Year/Fiscal Year 2022-23

*The excess cost calculation determines excess costs of the provision of special education and related services; maintenance of effort (MOE) demonstrates the LEA has not supplanted local funds with IDEA funds to pay excess costs.*

Section D. Determine the average annual expenditure per student by dividing the average number of students enrolled in the school of the agency during the school year/fiscal year (including children with disabilities) into the amount computed under the above paragraph. The amount obtained through this computation is the minimum amount the LEA must spend (on the average) for the education of each of its children with disabilities "before" Part B funds may be used.

Item 14	Total amount for average calculation	\$ 288,941,712.36	\$ 126,539,117.55	\$ 162,402,594.81
Item 15	Number of all students enrolled in school year/fiscal year: All students include both general education and special education.	20,019	8,767	11,252
Item 16	Average annual expenditure per student	\$ 14,433.37	\$ 14,433.37	\$ 14,433.37

Section E. Determine the total minimum amount of funds the LEA must spend for the education of its children with disabilities in the LEA. The LEA must multiply the number of children with disabilities in the LEA during the school year/fiscal year times the average annual per student expenditure obtained in Section D above. Funds under Part B of the Act can only be used for excess costs over and above this minimum.

Note: Item 18 below requires the LEA to calculate the amount of time each student is in special education. The CALPADS field 14.34 General Education Percentage Range reports the range of time in general education, which cannot be used for this calculation. Use data within your Special Education Data System (SEDS), which likely has the actual percentage in general education to calculate the FTE. Refer to the tab labeled "Calculating FTE" for an instructional guide.

Item 17	Average annual expenditure per student	\$ 14,433.37	\$ 14,433.37	\$ 14,433.37
Item 18	Number of full-time special education student equivalents (FTE of time spent in special education classes) <b>excluding preschool and infants</b>	917.09	401.63	515.46
Item 19	TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cost)	\$ 13,236,702.88	\$ 5,796,880.93	\$ 7,439,821.95

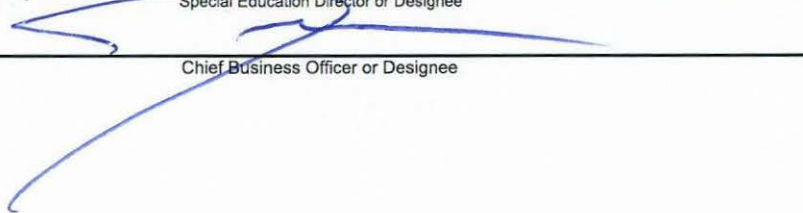
Section F. Finally, determine how much was spent in the school year/fiscal year 2022-23 on LEA children with disabilities and verify this amount is equal to or exceeds the amount calculated in Section E above

Item 20	TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cost)	\$ 13,236,702.88	\$ 5,796,880.93	\$ 7,439,821.95
Item 21	State & Local Funds Spent for Children with Disabilities: FD 01-07, 09, 13, 61, 62; RS 0000-2999 & 6000-9999; GL 5xxx (excluding 5710 & 5730 for preschool & infants); OB 1000-7999 [Note: This is the same as Item 8.]	\$ 40,480,325.46	\$ 17,727,951.50	\$ 22,752,373.96
Item 22	Amount LEA spent on children with disabilities in excess of requirement. Item 22 should be positive. If it is negative, then the LEA has not met the excess cost requirement and may not use any of their Federal IDEA Part B funds.	\$ 27,243,622.58	\$ 11,931,070.57	\$ 15,312,552.01

Met Met



Special Education Director or Designee

  
Chief Business Officer or Designee

EAST VALLEY SELPA  
 RIALTO USD  
 Excess Cost Calculation  
 School Year/Fiscal Year 2022-23

*The excess cost calculation determines excess costs of the provision of special education and related services; maintenance of effort (MOE) demonstrates the LEA has not supplanted local funds with IDEA funds to pay excess costs.*

Except as otherwise provided, funds provided to an LEA under Part B of the Individuals with Disabilities Education Act (Act) may only be used to pay the excess costs of providing special education and related services to children with disabilities. Excess costs are those costs for the education of an elementary school or secondary school student with a disability that are in excess of the average annual per student expenditure in an LEA during the school year/fiscal year for an elementary school or secondary school student, as may be appropriate. Per 34 Code of Federal Regulations (CFR) Section 300.202(b)(2)(i), an LEA meets the excess cost requirement if it has spent at least a minimum average amount for the education of children with disabilities, before using Part B funds.

Section 602(8) of the Act and CFR Section 300.16 require the LEA to compute the minimum average amount for the education of children with disabilities in its elementary schools and for children with disabilities in its secondary schools. Calculations must be made separately for elementary and secondary schools in an LEA. LEAs may not compute the minimum average amount it must spend on the education of children with disabilities based on a combination of the enrollments in its elementary and secondary schools.

The calculations below demonstrate how to compute the minimum average amount an LEA must spend for the education of each of its elementary and secondary school children with disabilities under section 602(3) of the Act before it may use funds under Part B of the Act.

There are no Federal rules on how to define elementary from secondary within an LEA. CDE's direction is to split elementary from secondary based on certificated full time equivalent (FTE) personnel. To do this, the LEA should count the number of certificated FTE assigned as elementary and the number of certificated FTE personnel assigned as secondary and pro-rate expenditures proportionately. If the FTE personnel serves in a LEA-wide capacity, pro-rate them in a reasonable manner. LEAs should maintain documentation of the method chosen to separate elementary from secondary for this local definition.

For the year ending June 30, 2023, LEAs must submit the Excess Cost Calculation Excel Workbook to their Special Education Local Plan Area (SELPA) with the signature of the Special Education Director and the Chief Business Officer, or their designees, on or before September 15, 2023. SELPAs must submit reports electronically to the California Department of Education prior to November 15, 2023. The email for submission of electronic copies of the Excess Cost Calculation Excel Workbook is [spedfiscalprogrpts@cde.ca.gov](mailto:spedfiscalprogrpts@cde.ca.gov). Also, the CDE requests the SELPA name be in the subject line of the email (i.e. "2022-23 Excess Cost Calculation for Flintstone County SELPA").

All Fiscal and Student Data is for the 2022-23 school year/fiscal year

Local Definition

\*Note: Item 2 should exclude the following one-time Federal COVID-19 related funding such as GEER and ESSER from this report. These resources include, by may not be limited to, the following: RS 3210, 3212, 3213, 3214, 3215, 3216, 3217, 3218, and 3219.

Enter certificated staff FTE %s

Total Expenditures	% Elementary	% Secondary
	71.12%	28.88%

Section A. Determine the total expenditures from all Federal, State, and local operating funds in the school year/fiscal year.

Item 1	State and Local Expenditures: FD 01-07, 09, 13, 61, 62; RS 0000-2999 & 6000-9999; OB 1000-7999	\$ 423,033,843.89	\$ 300,861,669.77	\$ 122,172,174.12
Item 2	Federal Expenditures: FD 01-07, 09, 13, 61, 62; RS 3000-5999 (excluding preschool RS 3308, 3315, 3345, & coordinated early intervening services RS 3307, 3309, 3312, 3318, & state portion of resource 3385 IDEA Early Intervention Grants); OB 1000-7999*	\$ 40,379,221.60	\$ 28,717,702.40	\$ 11,661,519.20
Item 3	Total Expenditures	\$ 463,413,065.49	\$ 329,579,372.18	\$ 133,833,693.31

Section B. Subtract the supplemental expenditures from the total expenditures calculated in Section A above.

Item 4	Total Expenditures	\$ 463,413,065.49	\$ 329,579,372.18	\$ 133,833,693.31
Item 5	IDEA, Part B Allocation: FD 01-07, 09, 13, 61, 62; RS 3305, 3306, 3310, 3311, 3327, 3386; OB 1000-7999	\$ 5,640,134.00	\$ 4,011,263.30	\$ 1,628,870.70
Item 6	ESEA, Title I, Part A Allocation: FD 01-07, 09, 13, 61, 62; RS 3010, 3177, 3185; OB 1000-7999	\$ 9,501,064.15	\$ 6,757,156.82	\$ 2,743,907.33
Item 7	ESEA, Title III, Parts A & B Allocation: FD 01-07, 09, 13, 61, 62; RS 4201-4204; OB 1000-7999	\$ 710,146.89	\$ 505,056.47	\$ 205,090.42
Item 8	State & Local Funds Spent for Children with Disabilities: FD 01-07, 09, 13, 61, 62; RS 0000-2999 & 6000-9999; GL 5xxx (excluding 5710 & 5730 for preschool & infants); OB 1000-7999	\$ 56,358,634.80	\$ 40,082,260.93	\$ 16,276,373.67
Item 9	State & local funds spent for ESEA, Title I, Part A & Title III, Parts A & B: OB 8980 state and local general fund contributions from unrestricted revenues for the above programs (Items 6-7). If none, enter "0".	\$ -	\$ -	\$ -
Item 10	Total Expenditures less supplemental expenditures	\$ 391,203,085.85	\$ 278,223,634.66	\$ 112,979,451.19

Section C. Deduct capital outlay and debt service for resources not listed in Section B above.

Item 11	Total Expenditures less supplemental expenditures	\$ 391,203,085.85	\$ 278,223,634.66	\$ 112,979,451.19
Item 12	Capital Outlay and Debt: FD 01-07, 09, 13, 61, 62; OB 6xxx &/or OB 7438 &/or OB 7439 &/or FN 8500	\$ 30,677,116.79	\$ 21,817,565.46	\$ 8,859,551.33
Item 13	Total Expenditures less Capital Outlay & Debt	\$ 360,525,969.06	\$ 256,406,069.20	\$ 104,119,899.86

EAST VALLEY SELPA  
 RIALTO USD  
 Excess Cost Calculation  
 School Year/Fiscal Year 2022-23

*The excess cost calculation determines excess costs of the provision of special education and related services; maintenance of effort (MOE) demonstrates the LEA has not supplanted local funds with IDEA funds to pay excess costs.*

Section D. Determine the average annual expenditure per student by dividing the average number of students enrolled in the school of the agency during the school year/fiscal year (including children with disabilities) into the amount computed under the above paragraph. The amount obtained through this computation is the minimum amount the LEA must spend (on the average) for the education of each of its children with disabilities "before" Part B funds may be used.

Item 14	Total amount for average calculation	\$ 360,525,969.06	\$ 256,406,069.20	\$ 104,119,899.86
Item 15	Number of all students enrolled in school year/fiscal year: All students include both general education and special education.	24,132	17,163	6,969
Item 16	Average annual expenditure per student	<u>\$ 14,939.75</u>	<u>\$ 14,939.75</u>	<u>\$ 14,939.75</u>

Section E. Determine the total minimum amount of funds the LEA must spend for the education of its children with disabilities in the LEA. The LEA must multiply the number of children with disabilities in the LEA during the school year/fiscal year times the average annual per student expenditure obtained in Section D above. Funds under Part B of the Act can only be used for excess costs over and above this minimum.



Note: Item 18 below requires the LEA to calculate the amount of time each student is in special education. The CALPADS field 14.34 General Education Percentage Range reports the range of time in general education, which cannot be used for this calculation. Use data within your Special Education Data System (SEDS), which likely has the actual percentage in general education to calculate the FTE. Refer to the tab labeled "Calculating FTE" for an instructional guide.

Item 17	Average annual expenditure per student	\$ 14,939.75	\$ 14,939.75	\$ 14,939.75
Item 18	Number of full-time special education student equivalents (FTE of time spent in special education classes) <b>excluding preschool and infants</b>	606.88	431.61	175.27
Item 19	TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cost)	<u>\$ 9,066,633.52</u>	<u>\$ 6,448,189.76</u>	<u>\$ 2,618,443.76</u>

Section F. Finally, determine how much was spent in the school year/fiscal year 2022-23 on LEA children with disabilities and verify this amount is equal to or exceeds the amount calculated in Section E above

Item 20	TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cost)	\$ 9,066,633.52	\$ 6,448,189.76	\$ 2,618,443.76
Item 21	State & Local Funds Spent for Children with Disabilities: FD 01-07, 09, 13, 61, 62; RS 0000-2999 & 6000-9999; GL 5xxx (excluding 5710 & 5730 for preschool & infants); OB 1000-7999 <b>Note: This is the same as Item 8</b>	\$ 56,358,634.60	\$ 40,082,260.93	\$ 16,276,373.67
Item 22	Amount LEA spent on children with disabilities in excess of requirement. Item 22 should be positive. If it is negative, then the LEA has not met the excess cost requirement and may not use any of their Federal IDEA Part B funds.	<u>\$ 47,292,001.08</u>	<u>\$ 33,634,071.17</u>	<u>\$ 13,657,929.91</u>

Met Met

  
 \_\_\_\_\_  
 Special Education Director or Designee  
  
 \_\_\_\_\_  
 Chief Business Officer or Designee

EAST VALLEY SELPA  
RIM OF THE WORLD  
Excess Cost Calculation  
School Year/Fiscal Year 2022-23

*The excess cost calculation determines excess costs of the provision of special education and related services; maintenance of effort (MOE) demonstrates the LEA has not supplanted local funds with IDEA funds to pay excess costs.*

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Section 602(8) of the Act and CFR Section 300.16 require the LEA to compute the minimum average amount for the education of children with disabilities in its elementary schools and for children with disabilities in its secondary schools. Calculations must be made separately for elementary and secondary schools in an LEA. LEAs may not compute the minimum average amount it must spend on the education of children with disabilities based on a combination of the enrollments in its elementary and secondary schools.

The calculations below demonstrate how to compute the minimum average amount an LEA must spend for the education of each of its elementary and secondary school children with disabilities under section 602(3) of the Act before it may use funds under Part B of the Act.

There are no Federal rules on how to define elementary from secondary within an LEA. CDE's direction is to split elementary from secondary based on certificated full time equivalent (FTE) personnel. To do this, the LEA should count the number of certificated FTE assigned as elementary and the number of certificated FTE personnel assigned as secondary and pro-rate expenditures proportionately. If the FTE personnel serves in a LEA-wide capacity, pro-rate them in a reasonable manner. LEAs should maintain documentation of the method chosen to separate elementary from secondary for this local definition.

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All Fiscal and Student Data is for the 2022-23 school year/fiscal year

Local Definition

\*Note: Item 2 should exclude the following one-time Federal COVID-19 related funding such as GEER and ESSER from this report. These resources include, by may not be limited to, the following: RS 3210, 3212, 3213, 3214, 3215, 3216, 3217, 3218, and 3219.

Enter certificated staff FTE %s

Total Expenditures	% Elementary	% Secondary
	68.00%	32.00%

Section A. Determine the total expenditures from all Federal, State, and local operating funds in the school year/fiscal year.

Item 1	State and Local Expenditures: FD 01-07, 09, 13, 61, 62; RS 0000-2999 & 6000-9999; OB 1000-7999	\$ 41,261,085.92	\$ 28,057,538.43	\$ 13,203,547.49
Item 2	Federal Expenditures: FD 01-07, 09, 13, 61, 62; RS 3000-5999 (excluding preschool RS 3308, 3315, 3345, & coordinated early intervening services RS 3307, 3309, 3312, 3318, & state portion of resource 3385 IDEA Early Intervention Grants); OB 1000-7999*	\$ 3,837,535.93	\$ 2,609,524.43	\$ 1,228,011.50
Item 3	Total Expenditures	<u>\$ 45,098,621.85</u>	<u>\$ 30,667,062.86</u>	<u>\$ 14,431,558.99</u>

Section B. Subtract the supplemental expenditures from the total expenditures calculated in Section A above.

Item 4	Total Expenditures	\$ 45,098,621.85	\$ 30,667,062.86	\$ 14,431,558.99
Item 5	IDEA, Part B Allocation: FD 01-07, 09, 13, 61, 62; RS 3305, 3306, 3310, 3311, 3327, 3386; OB 1000-7999	\$ 677,759.00	\$ 460,876.12	\$ 216,882.88
Item 6	ESEA, Title I, Part A Allocation: FD 01-07, 09, 13, 61, 62; RS 3010, 3177, 3185; OB 1000-7999	\$ 1,480,451.79	\$ 1,006,707.22	\$ 473,744.57
Item 7	ESEA, Title III, Parts A & B Allocation: FD 01-07, 09, 13, 61, 62; RS 4201-4204; OB 1000-7999	\$ 44,633.99	\$ 30,351.11	\$ 14,282.88
Item 8	State & Local Funds Spent for Children with Disabilities: FD 01-07, 09, 13, 61, 62; RS 0000-2999 & 6000-9999; GL 5xxx (excluding 5710 & 5730 for preschool & infants); OB 1000-7999	\$ 5,938,386.00	\$ 4,038,102.48	\$ 1,900,283.52
Item 9	State & local funds spent for ESEA, Title I, Part A & Title III, Parts A & B: OB 8980 state and local general fund contributions from unrestricted revenues for the above programs (Items 6-7). If none, enter "0".	\$ -	\$ -	\$ -
Item 10	Total Expenditures less supplemental expenditures	<u>\$ 36,957,391.07</u>	<u>\$ 25,131,025.93</u>	<u>\$ 11,826,365.14</u>

Section C. Deduct capital outlay and debt service for resources not listed in Section B above.

Item 11	Total Expenditures less supplemental expenditures	\$ 36,957,391.07	\$ 25,131,025.93	\$ 11,826,365.14
Item 12	Capital Outlay and Debt: FD 01-07, 09, 13, 61, 62; OB 6xxx &/or OB 7438 &/or OB 7439 &/or FN 8500	\$ 951,663.80	\$ 647,131.38	\$ 304,532.42
Item 13	Total Expenditures less Capital Outlay & Debt	<u>\$ 36,005,727.27</u>	<u>\$ 24,483,894.54</u>	<u>\$ 11,521,832.73</u>



EAST VALLEY SELPA  
RIM OF THE WORLD  
Excess Cost Calculation  
School Year/Fiscal Year 2022-23

*The excess cost calculation determines excess costs of the provision of special education and related services; maintenance of effort (MOE) demonstrates the LEA has not supplanted local funds with IDEA funds to pay excess costs.*

Section D. Determine the average annual expenditure per student by dividing the average number of students enrolled in the school of the agency during the school year/fiscal year (including children with disabilities) into the amount computed under the above paragraph. The amount obtained through this computation is the minimum amount the LEA must spend (on the average) for the education of each of its children with disabilities "before" Part B funds may be used.

Item 14	Total amount for average calculation	\$ 36,005,727.27	\$ 24,483,894.54	\$ 11,521,832.73
Item 15	Number of all students enrolled in school year/fiscal year: All students include both general education and special education.	2,890	1,883	1,007
Item 16	Average annual expenditure per student	\$ 12,458.73	\$ 13,002.60	\$ 11,441.74

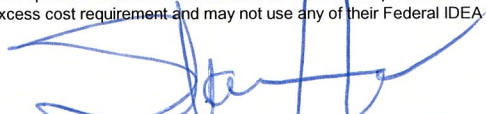
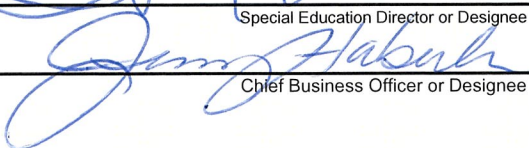
Section E. Determine the total minimum amount of funds the LEA must spend for the education of its children with disabilities in the LEA. The LEA must multiply the number of children with disabilities in the LEA during the school year/fiscal year times the average annual per student expenditure obtained in Section D above. Funds under Part B of the Act can only be used for excess costs over and above this minimum.

Note: Item 18 below requires the LEA to calculate the amount of time each student is in special education. The CALPADS field 14.34 General Education Percentage Range reports the range of time in general education, which cannot be used for this calculation. Use data within your Special Education Data System (SEDS), which likely has the actual percentage in general education to calculate the FTE. Refer to the tab labeled "Calculating FTE" for an instructional guide.

Item 17	Average annual expenditure per student	\$ 12,458.73	\$ 13,002.60	\$ 11,441.74
Item 18	Number of full-time special education student equivalents (FTE of time spent in special education classes) <b>excluding preschool and infants</b>	94.43	64.21	30.22
Item 19	TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cost)	\$ 1,176,477.79	\$ 834,928.11	\$ 345,741.94

Section F. Finally, determine how much was spent in the school year/fiscal year 2022-23 on LEA children with disabilities and verify this amount is equal to or exceeds the amount calculated in Section E above

Item 20	TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cost)	\$ 1,176,477.79	\$ 834,928.11	\$ 345,741.94
Item 21	State & Local Funds Spent for Children with Disabilities: FD 01-07, 09, 13, 61, 62; RS 0000-2999 & 6000-9999; GL 5xxx (excluding 5710 & 5730 for preschool & infants); OB 1000-7999 [Note: This is the same as Item 8.]	\$ 5,938,386.00	\$ 4,038,102.48	\$ 1,900,283.52
Item 22	Amount LEA spent on children with disabilities in excess of requirement. Item 22 should be positive. If it is negative, then the LEA has not met the excess cost requirement and may not use any of their Federal IDEA Part B funds.	\$ 4,761,908.21	\$ 3,203,174.37	\$ 1,554,541.58
			Met	Met

  
 \_\_\_\_\_  
 Special Education Director or Designee  
  
 \_\_\_\_\_  
 Chief Business Officer or Designee

**EAST VALLEY SELPA  
YUCAIPA-CALIMESA JUSD  
Excess Cost Calculation  
School Year/Fiscal Year 2022-23**

*The excess cost calculation determines excess costs of the provision of special education and related services; maintenance of effort (MOE) demonstrates the LEA has not supplanted local funds with IDEA funds to pay excess costs.*

Except as otherwise provided, funds provided to an LEA under Part B of the Individuals with Disabilities Education Act (Act) may only be used to pay the excess costs of providing special education and related services to children with disabilities. Excess costs are those costs for the education of an elementary school or secondary school student with a disability that are in excess of the average annual per student expenditure in an LEA during the school year/fiscal year for an elementary school or secondary school student, as may be appropriate. Per 34 Code of Federal Regulations (CFR) Section 300.202(b)(2)(i), an LEA meets the excess cost requirement if it has spent at least a minimum average amount for the education of children with disabilities, before using Part B funds.

Section 602(8) of the Act and CFR Section 300.16 require the LEA to compute the minimum average amount for the education of children with disabilities in its elementary schools and for children with disabilities in its secondary schools. Calculations must be made separately for elementary and secondary schools in an LEA. LEAs may not compute the minimum average amount it must spend on the education of children with disabilities based on a combination of the enrollments in its elementary and secondary schools.

The calculations below demonstrate how to compute the minimum average amount an LEA must spend for the education of each of its elementary and secondary school children with disabilities under section 602(3) of the Act before it may use funds under Part B of the Act.

There are no Federal rules on how to define elementary from secondary within an LEA. CDE's direction is to split elementary from secondary based on certificated full time equivalent (FTE) personnel. To do this, the LEA should count the number of certificated FTE assigned as elementary and the number of certificated FTE personnel assigned as secondary and pro-rate expenditures proportionately. If the FTE personnel serves in a LEA-wide capacity, pro-rate them in a reasonable manner. LEAs should maintain documentation of the method chosen to separate elementary from secondary for this local definition.

For the year ending June 30, 2023, LEAs must submit the Excess Cost Calculation Excel Workbook to their Special Education Local Plan Area (SELPA) with the signature of the Special Education Director and the Chief Business Officer, or their designees, on or before September 15, 2023. SELPAs must submit reports electronically to the California Department of Education prior to November 15, 2023. The email for submission of electronic copies of the Excess Cost Calculation Excel Workbook is [spedfiscalprograms@cde.ca.gov](mailto:spedfiscalprograms@cde.ca.gov). Also, the CDE requests the SELPA name be in the subject line of the email (i.e. "2022-23 Excess Cost Calculation for Flintstone County SELPA").

All Fiscal and Student Data is for the 2022-23 school year/fiscal year

\*Note: Item 2 should exclude the following one-time Federal COVID-19 related funding such as GEER and ESSER from this report. These resources include, by may not be limited to, the following: RS 3210, 3212, 3213, 3214, 3215, 3216, 3217, 3218, and 3219.

Enter certificated staff FTE %s

Total Expenditures	Local Definition	
	% Elementary	% Secondary
	48.00%	52.00%

Section A. Determine the total expenditures from all Federal, State, and local operating funds in the school year/fiscal year.

Item 1	State and Local Expenditures: FD 01-07, 09, 13, 61, 62; RS 0000-2999 & 6000-9999; OB 1000-7999	\$ 123,742,410.05	\$ 59,396,356.82	\$ 64,346,053.23
Item 2	Federal Expenditures: FD 01-07, 09, 13, 61, 62; RS 3000-5999 (excluding preschool RS 3308, 3315, 3345, & coordinated early intervening services RS 3307, 3309, 3312, 3318, & state portion of resource 3385 IDEA Early Intervention Grants); OB 1000-7999*	\$ 11,556,659.23	\$ 5,547,196.43	\$ 6,009,462.80
Item 3	Total Expenditures	<b>\$ 135,299,069.28</b>	<b>\$ 64,943,553.25</b>	<b>\$ 70,355,516.03</b>

Section B. Subtract the supplemental expenditures from the total expenditures calculated in Section A above.

Item 4	Total Expenditures	\$ 135,299,069.28	\$ 64,943,553.25	\$ 70,355,516.03
Item 5	IDEA, Part B Allocation: FD 01-07, 09, 13, 61, 62; RS 3305, 3306, 3310, 3311, 3327, 3386; OB 1000-7999	\$ 2,454,659.80	\$ 1,178,236.70	\$ 1,276,423.10
Item 6	ESEA, Title I, Part A Allocation: FD 01-07, 09, 13, 61, 62; RS 3010, 3177, 3185; OB 1000-7999	\$ 1,991,749.76	\$ 956,039.88	\$ 1,035,709.88
Item 7	ESEA, Title III, Parts A & B Allocation: FD 01-07, 09, 13, 61, 62; RS 4201-4204; OB 1000-7999	\$ 153,335.05	\$ 73,600.82	\$ 79,734.23
Item 8	State & Local Funds Spent for Children with Disabilities: FD 01-07, 09, 13, 61, 62; RS 0000-2999 & 6000-9999; GL 5xxx (excluding 5710 & 5730 for preschool & infants); OB 1000-7999	\$ 20,132,213.26	\$ 9,663,462.36	\$ 10,468,750.90
Item 9	State & local funds spent for ESEA, Title I, Part A & Title III, Parts A & B: OB 8980 state and local general fund contributions from unrestricted revenues for the above programs (Items 6-7). If none, enter "0".	\$ -	\$ -	\$ -
Item 10	Total Expenditures less supplemental expenditures	<b>\$ 110,567,111.41</b>	<b>\$ 53,072,213.48</b>	<b>\$ 57,494,897.93</b>

Section C. Deduct capital outlay and debt service for resources not listed in Section B above.

Item 11	Total Expenditures less supplemental expenditures	\$ 110,567,111.41	\$ 53,072,213.48	\$ 57,494,897.93
Item 12	Capital Outlay and Debt: FD 01-07, 09, 13, 61, 62; OB 6xxx &/or OB 7438 &/or OB 7439 &/or FN 8500	\$ 1,409,184.23	\$ 676,408.43	\$ 732,775.80
Item 13	Total Expenditures less Capital Outlay & Debt	<b>\$ 109,157,927.18</b>	<b>\$ 52,395,805.05</b>	<b>\$ 56,762,122.13</b>

**EAST VALLEY SELPA  
YUCAIPA-CALIMESA JUSD  
Excess Cost Calculation  
School Year/Fiscal Year 2022-23**

*The excess cost calculation determines excess costs of the provision of special education and related services; maintenance of effort (MOE) demonstrates the LEA has not supplanted local funds with IDEA funds to pay excess costs.*

Section D. Determine the average annual expenditure per student by dividing the average number of students enrolled in the school of the agency during the school year/fiscal year (including children with disabilities) into the amount computed under the above paragraph. The amount obtained through this computation is the minimum amount the LEA must spend (on the average) for the education of each of its children with disabilities "before" Part B funds may be used.

Item 14	Total amount for average calculation	\$	109,157,927.18	\$	52,395,805.05	\$	56,762,122.13
Item 15	Number of all students enrolled in school year/fiscal year. All students include both general education and special education.		9,535		4,577		4,958
Item 16	Average annual expenditure per student	\$	11,448.13	\$	11,448.13	\$	11,448.13

Section E. Determine the total minimum amount of funds the LEA must spend for the education of its children with disabilities in the LEA. The LEA must multiply the number of children with disabilities in the LEA during the school year/fiscal year times the average annual per student expenditure obtained in Section D above. Funds under Part B of the Act can only be used for excess costs over and above this minimum.

Note: Item 18 below requires the LEA to calculate the amount of time each student is in special education. The CALPADS field 14.34 General Education Percentage Range reports the range of time in general education, which cannot be used for this calculation. Use data within your Special Education Data System (SEDS), which likely has the actual percentage in general education to calculate the FTE. Refer to the tab labeled "Calculating FTE" for an instructional guide.

Item 17	Average annual expenditure per student	\$	11,448.13	\$	11,448.13	\$	11,448.13
Item 18	Number of full-time special education student equivalents (FTE of time spent in special education classes) excluding preschool and infants		1,270.00		609.60		660.40
Item 19	<b>TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cost)</b>	<b>\$</b>	<b>14,539,126.12</b>	<b>\$</b>	<b>6,978,780.54</b>	<b>\$</b>	<b>7,560,345.58</b>

Section F. Finally, determine how much was spent in the school year/fiscal year 2022-23 on LEA children with disabilities and verify this amount is equal to or exceeds the amount calculated in Section E above

Item 20	TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cost)	\$	14,539,126.12	\$	6,978,780.54	\$	7,560,345.58
Item 21	State & Local Funds Spent for Children with Disabilities: FD 01-07, 09, 13, 61, 62, RS 0000-2999 & 6000-9999; GL 5xxx (excluding 5710 & 5730 for preschool & infants); OB 1000-7999 [Note: This is the same as Item 8 ]	\$	20,132,213.26	\$	9,663,462.36	\$	10,468,750.90
Item 22	Amount LEA spent on children with disabilities in excess of requirement. Item 22 should be positive. If it is negative, then the LEA has not met the excess cost requirement and may not use any of their Federal IDEA Part B funds.	\$	5,593,087.14	\$	2,684,681.83	\$	2,908,405.31

DocuSigned by:

*Leslie Burghardt*  
112731A3D258405...

Special Education Director or Designee

*[Signature]*  
Chief Business Officer or Designee

Met Met

## 4.2 EV SELPA Fiscal Reporting Calendar 2023-2024



## FY 2023-24 FISCAL REPORTING CALENDAR

### JULY 2023

- 7/10/23** Districts to provide SELPA June PARs and PYR for TPP
- 7/14/23** Districts to provide signed Grant/Fund Expenditure Report #3 (Apr 1 – Jun 30 PY) or FINAL expenditure reports to SELPA if Final hasn't been submitted.
- 7/31/23** SELPA to finalize closing of FY 22/23 books, Final REX will be sent out to districts
- 7/31/23** SELPA to submit May and June 2023 TPP Service and Certified Invoices to DOR

### AUGUST 2023

- 8/15/23** Districts to provide SELPA July PARs and PYR for TPP
- 8/17/23** SELPA to provide 22/23 Q4 Total NPS Reimbursement Transfer for invoices received/processed through 7/21/23 at Steering/ Finance meeting
- 8/17/23** SELPA to present AB 602 June 2023 P-2 CDE Certification (20/21 R3, 21/22 R1, 22/23 P2)
- 8/17/23** SELPA to present 2023-24 Schedule REX – projections based on enacted budget and 22/23 P-2 Cert

### SEPTEMBER 2023

- 9/14/23** SBCSS to present PY (22/23) fee-for-service year-end actuals and return of funds (if appropriate) at Steering/Finance.
- 9/14/23** EV SELPA to present PY (22/23) Occupational Therapy Regional/ Proportionate Share Program return of funds (if appropriate) at Steering/Finance
- 9/14/23** EV SELPA to present 2022-23 Final NPS Costs
- 9/15/23** Districts to provide SELPA August PARs and PYR for TPP
- 9/30/23** SELPA to submit July TPP Service and Certified Invoices to DOR
- 9/30/23** Districts to submit DPR & LR funds expenditure reports (through 9/30/23)

### OCTOBER 2023

- 10/09/23** SELPA to begin working on 1<sup>st</sup> Interim budget revisions. Districts to provide SELPA with CY (23/24) P-2 ADA estimates & changes to PY ADA (if any) by Oct 13 for First Interim reporting and Projections
- 10/12/23** EV SELPA to present SEMA and SEMB MOE summary, Subsequent-Year Tracking, and Excess Cost Calculation worksheets at Steering/Finance meeting due to CDE 11/15/23
- 10/13/23** Districts to provide Grant Exp Report 4 or Final (July 1 – September 30 CY) to SELPA if applicable
- 10/16/23** Districts to provide SELPA September PARs and PYR for TPP
- 10/20/23** SELPA to submit Extraordinary Cost Pool (ECP) program claim to SBCSS for CDE submission
- 10/27/23** Deadline for SELPA/SBCSS to submit CY (23/24) Part C Early Start Application to CDE
- 10/27/23** Deadline for SELPA/SBCSS to submit PY (22/23) Extraordinary Cost Pool claim to CDE – funded at Annual
- 10/27/23** SELPA to submit Aug TPP Service and Certified Invoices to DOR

Subject to change, updated as needed.



## FY 2023-24 FISCAL REPORTING CALENDAR

### NOVEMBER 2023

- 11/01/23 SELPA to submit Infant Waiver Request to CDE if applicable (Current waiver valid until 6/30/24)
- 11/09/23 SELPA to present CY (23/24) 1<sup>st</sup> Interim EV SELPA Budgets at Steering/Finance
- 11/09/23 SELPA to present CY (23/24) 1st Quarter NPS reimbursement transfer for paid invoices at Steering/Finance
- 11/09/23 SELPA to present Schedule REX (23/24) 1<sup>st</sup> Interim projections at Steering/Finance
- 11/09/23 SELPA to provide Districts Fall 1 count for SBCSS Fee-for-Service for verification
- 11/15/23 SELPA to submit Maintenance of Effort SEMA 22/23 Unaudited Actuals to CDE
- 11/15/23 SELPA to submit Maintenance of Effort SEMB 23/24 Unaudited Actuals/Budget to CDE
- 11/15/23 SELPA to submit Excess Cost Calculation(s) to CDE
- 11/15/23 SELPA to submit Maintenance of Effort Subsequent Year Tracking Worksheets to CDE
- 11/17/23 Districts to provide Oct PARs and PYR for TPP to SELPA
- 11/27/23 SBCSS FFS Fall 1 count signed verification forms due to SELPA from District Spec Ed Directors
- 11/30/23 SELPA/IBS to submit Part C Grant Application Package to CDE
- 11/30/23 SELPA to submit Medi-Cal Program 2023-24 LEA BOP Annual report to DHCS
- 11/30/23 SELPA to submit September TPP Service and Certified Invoices to DOR

### DECEMBER 2023

- 12/08/23 Districts to provide November PARs and PYR for TPP to SELPA
- 12/11/23 ***Districts to provide SELPA DAT file for SEMAI (1<sup>st</sup> Interim) for MOE monitoring due to BAS \*12/14/23***
- 12/18/23 SELPA to provide CY (23/24) Fall Count for SBCSS Fee-for-service Students to SBCSS
- 12/29/23 SELPA to submit October TPP Service and Certified Invoices to DOR
- 12/29/23 Districts to submit DPR & LR funds expenditure reports

### JANUARY 2024

- 1/04/24 SELPA to provide NPS P-1 ADA to Districts \*\*\*District deadline to BAS 1/9/24
- 1/12/24 SELPA to submit to SBCSS Infant Funding Report for P-1, to CDE January 31
- 1/16/24 **Districts to provide Grant/Fund Expenditure Reports # 1 (Jul 1 – Dec 31) to SELPA for CY (23/24) or report # 5 (PY 22/23) if applicable**
- 1/16/24 Districts to provide December PARs and PYR for TPP to SELPA
- 1/29/24 SELPA to submit November TPP Service and Certified Invoices to DOR

### FEBRUARY 2024

- 2/08/24 SELPA to present 23/24 EV SELPA 2<sup>nd</sup> Interim Budget update
- 2/08/24 ***SELPA to present SEMAI 1<sup>st</sup> Interim MOE summary report/MOE monitoring and preparation***
- 2/08/24 SELPA to present CY (22/23) 2<sup>nd</sup> Quarter NPS reimbursement transfer for invoices paid thru Dec 2023 at Steering/Finance
- 2/15/24 Districts to provide January PARs and PYR for TPP to SELPA
- 2/15/24 Districts to provide SELPA with CY 23/24 P-2 estimates
- 2/15/24 SELPA to submit to AU FY 24/25 EV SELPA budgets
- 2/27/24 SELPA to submit December TPP Service and Certified Invoices to DOR
- TBD SELPA to prepare February certifications for CY (23/24) and PY (22/23, 21/22) AB602 Funding Allocation

Subject to change, updated as needed.



## FY 2023-24 FISCAL REPORTING CALENDAR

### MARCH 2024

- 3/07/24** SELPA to present CY (23/24) Regional services Proportionate Share Costs as of 2nd Interim related to OT, MH & PT at Steering/Finance
- SELPA to present 21/22 and 22/23 Out-of-Home Funding and proportionate Share savings distribution
- 3/07/24** Districts to provide SELPA DAT file for SEMAI (2<sup>nd</sup> Interim) for MOE monitoring due to BAS 3/8/24
- 3/15/24** Districts to provide February PARs and PYR for TPP to SELPA
- 3/15/24** **Districts to complete and turn in final requests for Low Incidence materials (technology or furniture) purchases for FY 23/24**
- 3/18/24** SELPA to provide Low Incidence Inventory Report to districts for review
- 3/22/24** SELPA to send (23/24 P-1, 22/23 Annual, 21/22 Annual 2) AB602 allocations based on February Certifications to districts by e-mail
- 3/29/24** **Districts to submit Supporting Inclusive Practices grant quarterly reports**
- 3/29/24** **Districts to submit Learning Recovery fund quarterly reports**
- 3/29/24** **Districts to submit Alternate Dispute Resolution fund quarterly reports**
- 3/29/24** SELPA to submit January TPP Service and Certified Invoices to DOR

### APRIL 2024

- 4/08/24** **Districts to return Low Incidence Inventory verification report to SELPA (Elizabeth Coronel)**
- 4/11/24** SBCSS to present EV County Operated Spec Education FFS budget and Proposed rates for FY 24/25 at Steering/Finance
- 4/11/24** SBCSS to present Student Services Counseling Center – Intensive Therapeutic Services rate for FY 24/25
- 4/11/24** SELPA to present SEMAI 2<sup>nd</sup> Interim MOE monitoring/summary report at Steering
- 4/12/24** SELPA to provide P-2 NPS ADA to districts \*District deadline to BAS April 19th
- 4/15/24** **Districts to complete and turn in final requests for Low Incidence materials (non-technological or furniture) purchases for FY 23/24**
- 4/15/24** Districts to provide March PARs and PYR for TPP to SELPA
- 4/15/24** SELPA to submit P-2 Infant Funding Report to SBCSS, due to CDE TBD
- 4/15/24** Districts to provide Grant Expenditure Report #2 (Jan 1 – Mar 31) or Final to SELPA for CY (23/24)
- 4/29/24** SELPA to submit February TPP Service and Certified Invoices to DOR
- TBD** SELPA to present 24/25 Operating Budget to Board Budget Ad Hoc

### MAY 2024

- 5/09/24** SELPA to present FY 24/25 Proposed EV SELPA Budgets at Steering/Finance
- 5/09/24** SELPA to present 3<sup>rd</sup> Quarter NPS reimbursement transfer for invoices paid at Steering/Finance
- 5/17/24** Districts to provide April PARs and PYR for TPP to SELPA
- 5/17/24** SELPA to provide District directors MAY count for SBCSS Fee-for-Service for review/verification
- 5/22/24** SELPA to present to Board of Directors EV SELPA FY 24/25 Proposed Budgets and SBCSS EV County Operated Spec Education FFS FY 24/25 rates

Subj to change, updated as needed.



## FY 2023-24 FISCAL REPORTING CALENDAR

### JUNE 2024

- 6/03/24** Districts must send completed Personnel Data report submitted through CDE software to SELPA
- 6/03/24** Districts Spec Ed directors to return SBCSS FFS MAY count signed verification forms to SELPA
- 6/05/24** Districts to turn in any pre-approved Low Incidence requests for reimbursement to SELPA (Elizabeth Coronel)
- 6/12/24** SELPA to present final FY 23/24 EV County Operated Spec Education FFS average counts/costs and Proportionate Share Regional Programs student counts/costs at Steering
- 6/12/24** Districts to provide May PARs and PYR for TPP to SELPA
- 6/28/24** SELPA to submit April TPP Service and Certified Invoices to DOR
- 6/28/24** SELPA certification for Personnel Data report due to CDE
- 6/28/24** SELPA to provide Annual NPS ADA to districts - due to County Office, SBCSS first week of July
- 6/28/24** Districts to submit Supporting Inclusive Practices grant claims with supporting documents (FAR)
- 6/28/24** Districts to submit Learning Recovery fund expenditure report – Res 6537
- 6/28/24** Districts to submit Dispute Prevention & Resolution fund expenditure report – Res 6536
- 6/28/24** Districts to prepare grant Exp 3 or FINAL expenditure reports for submission in mid-July 2023
- TBD** SELPA to present FY 24/25 Schedule REX Projections based on Governor’s May Revise
- TBD** SELPA to finalize AB602 CDE Certifications for CY (23/24) and PY (22/23, 21/22)

Subject to change, updated as needed.



## 4.3 SBCSS Fee-for-Service Updates

**San Bernardino County Schools – East Valley Class Locations 2023-2024**  
**601 North E Street, San Bernardino, CA 92415 (909)387-8553**

**BARBARA PHELPS HS 909.748.0259**

1812 W Park Ave., Redlands 92373  
Principal: Yvonne Molles (Interim)  
Luis Hernandez Rm C108 xt.220  
Michael Winslow (MS) Rm D101 xt.217  
Cheryl Hines (ED) Rm C101 xt.222  
Jill Hoffman (MS) Rm C105 xt.221  
Bilingual Interpreter  
Maribel Cupul 909.375.2769  
Principal: Christopher Hauck  
Karin Bacon (ILA)

**BEMIS ELEMENTARY**

774 E. Etiwanda Ave., Rialto 92376  
Principal: Bernadine Hollingsworth  
Lori Eder (Pre/MS/Aut) Rm E6  
909.874.1127  
Principal: Christopher Hauck  
Ciara Delgado (SLP)

**BIG BEAR ILA**

42271 Moonridge Rd.  
Big Bear Lake, CA 92315  
Principal: Monica Hatcher  
Anita Miller (ILA) Rm LB  
760-228-1700

**BOB MURPHY CS 909.421.7810**

149 N Arrowhead Ave. Rialto 92376  
Principal: Dr. Christopher Hauck  
Phillip Barrios Rm C114 xt.211  
Jerald Gibbs Rm C108 xt.208  
Maria Ibarra Rm C132 xt.209  
Yui Shin Rm C124 xt.215  
Divonne Pitruzello C131xt214  
Jay Nichols Library xt.219  
Javier Zamora Rm C138 xt.213  
Jamie Fleming (ILA) C101 xt.216

**CENTRAL JCS/YJC 909.387.7490**

900 E. Gilbert St., SB 92404  
Principal: Monica Hatcher  
Brian Cortez 1A xt.77649  
Shanna Dusablon 2B xt.77559  
Brenda Adams 3A xt.77660  
Gloria Esquivel 3D xt.77558  
Derrick Brooks 4D xt.77659  
John Van Hoven 2A xt.77388  
Louie Vega 2A xt.77389  
Jeffrey Ordaz (YJC) xt.77328

**CHAFFEY WEST CS 909.447.4501**

5033 Holt Blvd., Montclair 91763  
Principal: Tyrese Crawford  
Lynette Eisele Rm C4 xt.224  
Monica Garza Rm C5 xt.225  
Anthony Taylor Rm C2 xt.214  
Ferrari Green Rm C3 xt.215 Lamont  
Gibson (ILA) Rm C10 xt.230

**CHAFFEY NORTH CS 909.989.5712**

7201 Archibald Ave. Rancho Cucamonga  
91730  
Principal: Tyrese Crawford  
Tamii Green Suite 5 909.989.5712

**DOLLAHAN ELEMENTARY**

1060 W. Etiwanda Ave., Rialto 92376  
Principal: Bernadine Hollingsworth  
Scott Parker (SPH/MS/Pre) Rm C4  
909.820.3428  
Principal: Romina Meza  
Early Start Staff  
Rm C1 909.874.4836  
Viridiana Penilla  
Miriam Gomez  
Cynthia Hayes  
Rm C2 909.421.0861  
Amy O'Neal  
Kathie Pearce  
Tonja Wright  
Elaine Waskel

**EISENHOWER HS**

1321 N Lilac Ave., Rialto 92376  
Principal: Bernadine Hollingsworth  
Jill Wiegmann (MS) Rm M2 909.875.5633

**HIGH DESERT JCS 760.961.6774**

21101 Dale Evans Pkwy., AV 92307  
Principal: Monica Hatcher  
Cory Velasquez 760-361-6612

**HIGHLAND GROVE ELEMETARY**

7700 Orange St., Highland 92346  
Principal: Bernadine Hollingsworth  
Teresa Gibbons (VI)  
Jennifer Julian (VI)  
Sheryl Schmidt (VI)  
Principal: Bernadine Hollingsworth  
Natalie Brown (OM)

**JUDSON BROWN ELEMENTARY**

1401 E. Pennsylvania Ave., Redlands 92374  
Principal: Bernadine Hollingsworth  
Janelle Carlson (OI) Rm 11 909.307.2435

**MOORE MS**

1550 E. Highland Ave., Redlands 92373  
Principal: Bernadine Hollingsworth  
Wendy Franklin (MS) Rm H2 909.748.0619  
Principal: Christopher Hauck  
Catarina Lambert (APE)  
Rosemary Mickschil (APE)  
Annette Velasquez (SLP)

**REV HS 909.389.2500**

31000 E. Colton Ave., Redlands 92374  
Principal: Bernadine Hollingsworth  
Vacant (SPH) Rm M113 xt.32313

**RIALTO HS**

595 S. Eucalyptus, Rialto 92376  
Principal: Bernadine Hollingsworth  
Amy Schodt (MS) Rm D101 & D102  
909.421.8920

**SMITH ELEMENTARY**

9551 Linden St., Bloomington 92316:  
Director: Dr. Scott Wyatt  
909.386.2722  
Patricia Tate (DHH)  
Jaclyn Long (DHH)  
Principal: Bernadine Hollingsworth  
909.386.2727  
Leticia Ceja (VI)  
Carolyn Harrington (VI)  
Karina Torres (OM)  
Jeanne Nelson (VI)

**TRI-CITY CS 909.763.4840**

244 South D St., San Bernardino 92401  
Principal: Yvonne Molles (Interim)  
Cindy Swanson Rm 201 xt.223  
Eian Sloan Rm 301 xt.228  
Ponchita Beckham Rm. 101 xt.212

**VEC 760.843.5940, Suites 4 & 5**

12421 Hesperia Rd., Victorville 92395  
Principal: Romina Meza  
Kimberly Nancarrow Rm 5 xt.212  
Erin Achartz Rm 8 xt.208  
Carmen Palacios Rm 6 xt.201  
Charlotte Gentry Rm 3 xt.205  
Brian Plazola (ILA) Rm 2 xt.203

**VISION CS 909.783.0436**

171 W H St, Colton 92324  
Principal: Christopher Hauck  
Marny Parrott Rm 1  
Twanna Jackson Rm 2

**YUCCA VALLEY CS 760. 228.1501**

58945 Bus Center Dr, Yucca Valley 92284  
Principal: Tyrese Crawford  
Michael Van Luven St A 760.228.1501  
Anita Miller (ILA) Rm A 760.228.1700

**EAST VALLEY STUDENT SERVICES**

**Psychologists**

Jose Garcia 909.386.2746  
Dr. Michael Salce 909.386.2405  
Dr. Kathryn Strong 909.386.2721

**Nurses**

Anita Grelling 909.447.4501 xt.209  
Linda Kleam 909.386.2722  
Elizabeth Cenicerros 909.386.2722

**Loma Linda University Children's Hospital**

Kathryn Hardy (909)558-8000 ext. 87303  
Director: Dr. Scott Wyatt (909) 386-2722

## PROGRAM ITEMS

### 4.4 Regional Program Transfer Request



# Redlands Unified School District

Special Services Division

P.O. Box 3008 • Redlands, California 92373-1508 • (909) 307-5300 • FAX (909) 307-5335

September 14, 2023

Dr. Patty Metheny, Administrator  
East Valley SELPA  
670 E. Carnegie Drive  
San Bernardino, Ca 92408

Dear Dr. Metheny

I am writing to inform you and the East Valley SELPA, that it is the intention of the Redlands Unified School District to provide its own Occupational Therapy Services for all our students starting in the 2024-2025 school year. If you have any questions or need additional information, please feel free to contact me.

Respectfully,

*Patti Buchmiller*

Patti Buchmiller  
Executive Director Special Services  
Redlands Unified School District  
909-307-5300 ext. 21101  
[patricia\\_buchmiller@redlands.k12.ca.us](mailto:patricia_buchmiller@redlands.k12.ca.us)



# East Valley Special Education Local Plan Area Regional Programs & Program Transfer Policy and Procedures

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## Philosophy

Effective June 1, 2018, the “Regional Program” concept will be in place in the East Valley SELPA (EV SELPA) to address specialized student program needs. The San Bernardino County Superintendent of Schools (SBCSS), the EV SELPA and Local Education Agencies (LEA) can be regionalized service providers for other LEAs within the EV SELPA. Regional programs are designed to meet the needs of students with specific disability conditions, functional levels, and age/grade ranges. Nothing in policy overrides an Individualized Education Program (IEP) team’s right to make individual decisions regarding a student’s placement in the least restrictive environment (LRE) or the provision of a free appropriate public education (FAPE).

Typically, a regional program provides services to students from more than one LEA. The Regional Program operator and a LEA requesting a program transfer must adhere to the procedures outlined in this policy. Any Regional Program proposal or proposed modification by the program operator must be reported to the EV SELPA Steering Committee and presented to the EV SELPA Board of Directors for approval. Regional Programs must be reviewed annually by March 15 by the EV SELPA Steering Committee.

The agency providing the Regional Program is required to develop a Memorandum of Understanding (MOU) with each LEA that is sending one or more students to the Regional Program. The MOU needs to specify responsibilities of each agency and the fee for service arrangements. The annual rates for programs need to be based on a “not-for-profit” philosophy such that the fees are designed to simply cover the costs for services. Preliminary notification of fee-for-services rates for the upcoming year must be provided by April 30 of the current fiscal year, with the final rates determined after the May Revise update.

### **Education Code Requirements**

Pursuant to Education Code Section 56207(a):

*No educational programs and services already in operation in school districts or a county office of education pursuant to Part 30 (commencing with Section 56000) shall be transferred to another school district or a county office of education or from a county office of education to a school district unless the special education local plan area has developed a plan for the transfer which addresses, at a minimum, all of the following:*

- (1) Pupil needs.*
- (2) The availability of the full continuum of services to affected pupils.*
- (3) The functional continuation of the current individualized education programs of all affected pupils.*
- (4) The provision of services in the least restrictive environment from which affected pupils can benefit.*
- (5) The maintenance of all appropriate support services.*
- (6) The assurance that there will be compliance with all federal and state laws and regulations and special education local plan area policies.*
- (7) The means through which parents and staff were represented in the planning process.*

To meet this requirement, each LEA pursuing a program transfer will be required to complete a “Detailed Plan for Special Education Program Transfers” (Appendix A) and to sign off on the “Program Transfer Assurances” (Appendix B) by September 7 of the year prior to initiating the new program services.

### **Transfer of Regional Programs**

A Regional Program provides services to students who are residents of multiple LEAs. When the SBCSS, EV SELPA or an LEA is considering opening a regional program and/or pulling students from a regional program to open a district-only program, the LEA must communicate

with and discuss implications with the LEAs that may be impacted by the proposed plan by following the Program Transfer timelines in this policy.

### **Transfer of Program via Discontinuing Referrals to Regional Programs**

There is no established timeline that states if a certain number of students within a certain timeline are transferred from one program to another that the formal program transfer procedures must be followed. However, the intent of Ed Code 56207 is clear that the transfer of services and programs from an LEA that may impact the operation of a Regional Program must comply with the specified transfer program requirements. Therefore, a LEA who is considering discontinuing referrals to a Regional Program operated by the SBCSS, EV SELPA or another LEA within the SELPA shall be held accountable to the same procedures and timelines for notification of program transfer.

### **Transfer of Group of Students**

The IEP process should not be used to expressly bypass the formal program transfer process. No educational programs and services already in operation shall be transferred unless the SELPA has developed a transfer plan that meets the specified requirements (Education Code §56207). To transfer students, pursuant to the IEP process, from their current placement to a new class in a LEA outside of the formal program transfer process could be deemed as not in conformity with this provision of the Education Code.

The IEP process is designed to determine an appropriate individualized education program for each student. To convene an IEP meeting because a new class has been established in a LEA is not generally a basis for an IEP meeting. (See Education Code §56343) On the other hand, if over the course of time, based on an evaluation of their individualized needs and/or lack of progress in their current placement, students are transferred to a new program established by the LEA, the formal transfer process may not be triggered. However, this should not be intentionally utilized as a means to bypass a formal transfer process. Further, the decisions to transfer a student during an IEP meeting to the new class need to be based on the student's individualized needs and not external factors.

## **Personnel Considerations**

### **Certificated Positions**

The following apply:

Whenever any certificated employee, who is performing service for one employer, is terminated, reassigned, or transferred, or becomes an employee of another employer because of the reorganization of special education programs, the employee shall be entitled to the following:

- The employee shall retain the seniority date of his or her employment with the district or county office from which he or she was terminated, reassigned, or transferred.

- The reassignment, transfer, or new employment caused by the reorganization of special education programs shall not affect the seniority or classification of certificated employees already attained in any school district that undergoes the reorganization. These employees shall have the same status with respect to their seniority or classification, with the new employer, including time served as probationary employees. The total number of years served as a certificated employee with the former district or county office shall be credited, year for year, for placement on the salary schedule of the new district or county office.
- Subsequent to the reassignment or transfer of any certificated employee as a result of the reorganization of special education programs that employee shall have priority in being informed of and in filling certificated positions in special education in the areas in which the employee is certificated within the district or county office by which the certificated employee is then currently employed.
- A certificated employee who has served as a special education teacher in a district or county office and has been terminated from his or her employment by that district or county office shall have first priority in being informed of and in filling vacant certificated positions in special education, for which the employee is certificated and was employed, in any other county office or school district that provides the same type of special education programs and services for the pupils previously served by the terminated employee. For a period of 39 months for permanent employees and 24 months for probationary employees from the date of termination, the employee shall have the first priority right to reappointment as provided by this section, if the employee has not attained the age of 65 years before reappointment.

## **Classified Positions**

The following apply:

If the reorganization of special education programs results in a classified employee who is performing services for one employer being terminated, reassigned, or transferred, or becoming the employee of another employer, the employee shall retain the seniority acquired at his or her employment with the school district or county office of education from which he or she was terminated, reassigned, or transferred.

The reassignment of an employee, transfer of an employee, or new employment of an employee caused by the reorganization of special education programs does not affect the seniority or classification that a classified employee already attained in any school district that undergoes the reorganization. The employee has the same status with respect to his or her seniority or classification, with the new employer, including time served as a probationary employee. The total number of years served as a classified employee with the former school district or county office shall be credited, year for year, for placement on the salary schedule of the new school district or county office.



A classified employee who is reassigned or transferred as a result of the reorganization of special education programs has priority in being informed of and in filling classified positions in the classifications in which the employee was employed before the reassignment or transfer. This priority expires 24 months after the date of reassignment or transfer and may be waived by the employee during that time period.

A classified employee who served in a special education program in a school district or county office and is terminated from his or her employment by that school district or county office as a result of the reorganization of a special education program has first priority in being informed of and in filling vacant classified positions for which the employee is qualified or was employed in the county office or school district that operates the reorganized special education program. Permanent employees have the first priority right to reappointment as provided in this section for 39 months from the date of termination. Probationary employees have the first priority right to reappointment as provided in this section for 24 months from the date of termination.

### **Resolving Disagreements Related to Program Transfers**

If either the sending or receiving agency disagree with the proposed transfer, the distribution of funds, the responsibility for service provisions or other aspects of the transfer plan, the matter should be resolved by alternative resolution processes.

### **Program Transfer Timelines**

Pursuant to EC Section 56207(b), a program transfer may take effect no earlier than the first day of the second fiscal year beginning after the date on which the sending or receiving agency has informed the other agency and the EV SELPA Board of Directors. On a case-by-case basis, the program transfer may take effect earlier (beginning of the next school year) if all parties involved in the transfer agree and the EV SELPA Board of Directors has approved the program transfer. If timelines are missed but all parties currently utilizing the existing program involved in the transfer agree, the case shall be presented to the EV SELPA Board of Directors for approval. When timelines are met, all program transfer cases shall go to the EV SELPA Board of Directors as an action item at the mid-year meeting, no later than December.

The following timelines, displayed as an example, shall be followed for all program transfer requests:

Example: Notification date for program transfer:	No later than March 31,
2021	
Preparation year:	2021-2022
Implementation year:	2022-2023
(beginning with next school year calendar)	

### **Notification Year**

Any LEA(s) considering the possibility of making a formal written notification of intent to transfer programs or stop making referrals to a regional provider, must discuss this with the EV SELPA administrator and the current provider in the winter prior to making the notification. The

following is required:

- March 31: Two years prior to implementation (~~basically one year and a day~~), pursuant to Education Code Section 56205, the LEA(s) interested in considering transfer of one or more programs from one provider to another shall notify in writing to the EV SELPA, SBCSS or any other regionalized service provider of intent to transfer program(s).

The written preliminary notification shall include whether or not the interested LEA plans to be a regionalized service provider. LEAs affected by the program transfer are also responsible for submitting a notification of intent letter if they are interested in having the new provider serve their students. Each initial program transfer notification letter shall be provided as an information item on the next Steering/Finance Committee, and Board of Directors meetings.

### **Preparation Year**

- August 1: The LEA proposing the transfer must provide a student list of proposed students impacted by the transfer to the EV SELPA and SBCSS. The list shall include the following information for each student: name, date of birth, disability(ies), grade level, current IEP date, triennial IEP date, current attending school, current teacher, and all current special education services by type, frequency and duration.
- September 7: EV SELPA, SBCSS or other regionalized service providers must prepare a report indicating any possible financial and programmatic impact. The current service provider will address the following in their report:
  - i. Identify any adverse fiscal impact on the remaining operated program
  - ii. Identify any adverse programmatic impact on the remaining operated program
  - iii. Identify and evaluate any facility issues; and,
  - iv. Identify any personnel issues.

The LEA proposing the transfer must complete and submit to the EV SELPA administration the required Assurances Page (Appendix A) and Detailed Plan for Program Transfer (Appendix B) with a copy provided to the current program service provider.

The above reports shall be provided as an information items on the next EV SELPA Steering/Finance Committee, and Board of Directors meetings.

- October 31: The LEA(s) requesting the program transfer must provide Verification of Involvement of Stakeholders in the Plan for Special Education Program Transfers (Appendix C) along with written notification to the EV SELPA Board of Directors and SBCSS or other service providers whether or not the LEA will be taking back program(s).
- November or December: The next scheduled V SELPA Board of Directors agenda will include an action item to approve or disapprove the special education program transfer request. The approval is dependent upon a simple majority vote of the members in

attendance.

- January through June: In any type of program transfer, the new program operator shall work cooperatively with the current operator to complete administrative activities such as scheduling IEP meetings, transfer of files, coordination of related services, notification of parents, and other activities associated with the program transfer.

Note: It is the requirement of all SELPA transfer plans that the functional continuation of the current IEP's of all affected students be provided for (Ed. Code §56207(a)(3)). An IEP meeting is required to be convened when there is a request to develop, review or revise the individualized education program or a student (Ed. Code, §56343). A student's educational placement is defined as "that unique combination of facilities, personnel, location or equipment necessary to provide instructional services to an individual with exceptional needs, as specified in the IEP..." (Cal. Code Regs. tit. 5, §3042). If the alteration of a program operator truly has no impact on the facility, personnel, location, or equipment provided to the student, then the change in program operator would not require that an IEP meeting be convened for each affected student.

- June: The new program operator is responsible for developing a MOU with any other LEA that also provided program transfer notification who plans to access the new program.
- June: A LEA utilizing a program outside of the EV SELPA shall complete an Intra-SELPA Transfer form for each student attending such program.

### **Implementation Year**

- The new program operator will begin providing services effective the beginning of the next school year calendar. The current program operator provides services during extended school year unless negotiated otherwise. In such cases, the existing MOU applies.

## PROGRAM TRANSFER ASSURANCES

The \_\_\_\_\_ School District certifies that the agency herein represented will comply with all applicable requirements of federal and state laws and regulations and special education local plan area policies, including compliance with the Individual with Disabilities Education Act, Section 504 of Public Law, and the provisions of the California Education Code, Part 30, specifically:

- Section 56207(a) – develop a detailed program transfer plan
- Section 56207(a)(1) and (3) – pupil needs and the continuation of the current IEP for all affected students
- Section 56207(a)(2) and (4) – availability of the full continuum of program placements and services in the least restrictive environment for all affected students
- Section 56207(a)(5) – maintenance of all appropriate support services to include qualified support staff and administrative support
- Section 56207(a)(7) – involvement and representation of parents of all affected students and staff (e.g. special and non-special education teachers, itinerant specialist, administrators, and classified) in the planning process
- Section 44903.7 – certificated employee rights
- Section 45120.2 – classified employee rights
- Section 56207(c) - & Section 56205(b)(5) – resolving disagreements related to program transfers

Attached is the required **Detailed Plan for Special Education Program Transfers** that delineates how the LEA has or will fulfill these obligations.

\_\_\_\_\_  
Signature of Special Education Administrator

\_\_\_\_\_  
Signature of LEA Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## DETAILED PLAN FOR SPECIAL EDUCATION PROGRAM TRANSFERS

LEA Name: \_\_\_\_\_ Date of Submission: \_\_\_\_\_

This required Detailed Plan for Special Education Program Transfers complies with Section 56207(a) and other procedural safeguards.

**1. Section 56207(a)(1) and (3) – pupil needs and the continuation of the current individualized education program (IEP) for all affected students.**

**(a) Direct Instruction:**

Sample Language:

The students will continue to receive all services as required in their current Individualized Education Programs (IEPs) in the least restrictive environment. New IEPs will be held if needed.

**(b) Related Services and Equipment**

Sample Language:

The students will continue to be provided all required appropriate supports, including related services, pursuant to their IEPs. All required related services will be provided by qualified support staff with the appropriate training and administrative support. The LEA plans to provide the following required related services: speech and language; counseling and guidance; adapted physical education; health and nursing services; and transition services. The LEA will provide other related services when the needs of students so dictate the need for additional supports.

The current regionalized service provider will conduct an inventory of current equipment to determine which equipment will stay with the transferring students. The receiving LEA has built funds into the budget to purchase required equipment. Regarding equipment, the low incidence equipment will follow the student.

**(c) Facilities**

Sample Language:

Outlined below is a list of facilities by school available to house the students involved in the program transfer.

School Site	Available Facility	Comments

**2. Section 56207(a)(2), (4) – the availability of the full continuum of program services for all affected students and the provision of services in the least restrictive environment from which pupils can benefit.**

**(a) Contingency plans for providing services other than those called for in the IEPs**

Sample Language:

The opportunities for participation in general education classes and curriculum will be enhanced and more accessible. There will be more opportunities for mainstreaming as the local schools will have ownership of these programs. The LEA is committed to implementing collaborative programs between general and special education (e.g. Learning Center, Individual and Small Group Instruction, etc.)

**3. Section 56207(a)(5) – the maintenance of all appropriate support services.**

**(a) Number (FTEs), Qualifications, and Experience of Support Staff**

Sample Language:

All education codes related to employee rights will be followed in cooperation with the current service provider and the receiving LEA. Those positions not filled by existing staff will be filled by qualified LEA-employed staff. The LEA will make every effort in recruiting to fill these positions with qualified staff.

## **VERIFICATION OF INVOLVEMENT OF STAKEHOLDERS IN THE PLAN FOR SPECIAL EDUCATION PROGRAM TRANSFERS**

LEA Name: \_\_\_\_\_ Date of Submission: \_\_\_\_\_  
\_\_\_\_\_

This required Detailed Plan for Special Education Program Transfers complies with Section 56207(a) and other procedural safeguards.

**Section 56207(a)(7) – the involvement and representation of parents of all affected students and staff in the planning process.**

### **Involvement of Parents**

Sample Language:

Meetings with parents involved in the program transfer were held on the following dates at the identified locations.

<b>DATE OF MEETING</b>	<b>LOCATON OF MEETING</b>

**Involvement of Staff**

Sample Language:

Meetings were held on the following dates and for the identified personnel positions

DATE OF MEETING	PARTICIPANTS

*Reviewed by Steering Committee: March 9, 2017, September 14, 2017, October 12, 2017*

*Reviewed by Board of Directors: May 24, 2017, September 27, 2017*

*Approved by Board of Directors: November 15, 2017*

*Reviewed by Board of Directors: September 16, 2020*

*Approved by Board of Directors: November 18, 2020*



## 4.5 EV SELPA Regional Program Policy Language Revision



**East Valley Special Education Local Plan Area  
Regional Programs & Program Transfer Policy and  
Procedures: Opening, Transferring & Closing Programs**

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**Philosophy**

Effective June 1, 2018, the “Regional Program” concept will be in place. The following describes the “Regional Program Policy” in place in the East Valley SELPA (EV SELPA) to address specialized student program needs. The San Bernardino County Superintendent of Schools (SBCSS), the EV SELPA and its Local Education Agencies (LEA) can be regionalized service providers for other LEAs within the EV SELPA. Regional programs are designed to meet the needs of students with specific disability conditions, functional levels,

and age/grade ranges. Nothing in policy overrides an Individualized Education Program (IEP) team's right to make individual decisions regarding a student's placement in the least restrictive environment (LRE) or the provision of a free appropriate public education (FAPE).

Typically, a regional program provides services to students from more than one LEA. The Regional Program operator and a LEA requesting a program transfer must adhere to the procedures outlined in this policy. Any Regional Program proposal or proposed modification ~~by the program operator~~ must be reported to the EV SELPA Steering Committee and presented to the EV SELPA Board of Directors for approval **per the procedures outlined herein below**. Regional Programs must be reviewed annually by March 15 by the EV SELPA Steering Committee.

The agency providing the Regional Program is required to develop a Memorandum of Understanding (MOU) with each LEA that is sending one or more students to the Regional Program. The MOU needs to specify responsibilities of each agency and the fee for service arrangements **per the EV SELPA Regional Program Provider Responsibilities**. The annual rates for programs need to be based on a "not-for-profit" philosophy such that the fees are designed to simply cover the costs for services. Preliminary notification of fee-for-services rates for the upcoming year must be provided by April 30 of the current fiscal year, with the final rates **determined after the May/June update** approved by the East Valley SELPA Board of Directors in the May or June meeting, annually.

## **Regional Programs**

A Regional Program provides services to students who are residents of multiple LEAs. When the SBCSS, EV SELPA or an LEA is considering opening, closing, or transferring a regional program and/or pulling students from a regional program to open a district-only program, the LEA must communicate with and discuss implications with the LEAs that may be impacted by the proposed plan by following the procedures and timelines in this policy.

While the procedure outlined below emphasizes the importance of cooperation and collaboration, and while it is incumbent upon the district or county of service to execute its responsibility as if it were the district of residence, it is understood that in all cases where a child is placed out of his/her district of residence, even though due process may be filed against the District of Service (DOS) and/or the District of Residence (DOR), it is the ultimate responsibility of the DOR to ensure FAPE is provided.

### **Opening a Regional Program**

Though EC Section 56207(b) is specific to program transfers, the education code section also serves as a basis for procedures and timelines for opening a regional program. Adhering to the procedures and timelines is expected. On a case-by-case basis, however, a program may be opened if all parties involved agree and the EV SELPA Board of Directors approves the opening of the program. The case shall be presented to the EV SELPA Board of Directors for approval. When timelines are met, all program opening cases shall go to the EV SELPA Board of Directors as an action item at the spring meeting, no later than March.

## Program Opening Timelines

The following timelines, displayed as an example, shall be followed for all program opening requests:

Example: Notification date for program opening:	No later than June 30, 2023
Preparation year:	2023-2024
Implementation year: (beginning with next school year calendar)	2024-2025

### Notification Year

Any LEA(s) considering the possibility of making a formal written notification of intent to open a program as a regional provider, must discuss this with the EV SELPA administrator the spring prior to making the notification. The following is required:

- By June 30: A year and one day prior to implementation, the LEA(s) interested in opening a regional program shall notify in writing the EV SELPA, SBCSS or any other regionalized service provider of intent to open a regional program(s). Each initial request to open a regional shall be provided as an information item on the next EV SELPA Steering/Finance Committee meeting agenda.

### Preparation Year

- By October 31: The LEA(s) proposing to open a regional program must conduct a needs survey and provide the results of the survey to the EV SELPA. As part of conducting the survey, the LEA(s) will complete an internal review of the survey results to determine the administrative oversight, job descriptions, facilities, location of program, materials, transportation and/or other necessary details. The survey results will be presented to the EV SELPA Steering Committee by the LEA(s) proposing to open a regional program at its November meeting.
- By January 1: LEAs affected by the program opening shall submit to the EV SELPA a notification of intent letter if they are interested in having the new provider serve their students. The notification to open a regional program and the intent letters to place students in the program shall be provided as an information item to the EV SELPA Board of Directors at the February meeting.
- By January 31: The LEA(s) proposing to open a regional program must provide to the EV SELPA a letter from the LEA(s) Superintendent indicating support of the program opening and indicating potential program costs, location, personnel, and fees. The letter will specifically detail the following:

- i. Identify the potential total fiscal cost to operate the new regional program,
- ii. Identify the location of the new regional program and any other facility issues,
- iii. Identify any personnel required for the new regional program, and,
- iv. Identify potential fees for students placed in the new regional program.

In addition, the LEA(s) proposing to open a regional program must complete and submit to the EV SELPA administration the required Program Opening Assurances & Detailed Plan for Opening a Program (Appendix A), Verification of the Involvement of Stakeholders in the Plan to Open a Regional Special Education Program (Appendix B).

The above letter and appendices shall be provided to the EV SELPA Steering/Finance Committee in February for their consideration to make a recommendation regarding opening the regional program at the EV SELPA Board of Directors' February meeting.

- March: The next scheduled EV SELPA Board of Directors agenda will include an action item to approve or disapprove the opening of the special education regional program with the intent to open the program July 1, unless the approval requires a different start date. The approval is dependent upon a simple majority vote of the members in attendance.
- April through June: If approved, the LEA(s) opening the regional program are responsible for and must engage in the procedures described in the EV SELPA Regional Program Provider Responsibilities and take all necessary steps to open the program.

### **Implementation Year**

- The new program operator will begin providing services effective the beginning of the next school year calendar. The current program operator provides services during extended school year (ESY) unless negotiated otherwise., as applicable.

## **Transfer of Regional Programs**

A Regional Program provides services to students who are residents of multiple LEAs. When the SBCSS, EV SELPA or an LEA is considering ~~opening a regional program and/or pulling~~ transferring students from a regional program to open a district-only program, the LEA must communicate with and discuss implications with the LEAs that may be impacted by the proposed plan by following the Program Transfer timelines in this policy.

### **Transfer of Program via Discontinuing Referrals to Regional Programs**

There is no established timeline that states if a certain number of students within a certain timeline are transferred from one program to another that the formal program transfer procedures

must be followed. However, the intent of Ed Code 56207 is clear that the transfer of services and programs from an LEA that may impact the operation of a Regional Program must comply with the specified transfer program requirements. Therefore, a LEA who is considering discontinuing referrals to a Regional Program operated by the SBCSS, EV SELPA or another LEA within the SELPA shall be held accountable to the same procedures and timelines for notification of program transfer.

### **Transfer of Group of Students**

The IEP process should not be used to expressly bypass the formal program transfer process. No educational programs and services already in operation shall be transferred unless the SELPA has developed a transfer plan that meets the specified requirements (Education Code §56207). To transfer students, pursuant to the IEP process, from their current placement to a new class in a LEA outside of the formal program transfer process could be deemed as not in conformity with this provision of the Education Code.

The IEP process is designed to determine an appropriate individualized education program for each student. To convene an IEP meeting because a new class has been established in a LEA is not generally a basis for an IEP meeting. (See Education Code §56343) On the other hand, if over the course of time, based on an evaluation of their individualized needs and/or lack of progress in their current placement, students are transferred to a new program established by the LEA, the formal transfer process may not be triggered. However, this should not be intentionally utilized as a means to bypass a formal transfer process. Further, the decisions to transfer a student during an IEP meeting to the new class need to be based on the student's individualized needs and not external factors.

### **Program Transfer Timelines**

Pursuant to EC Section 56207(b), a program transfer may take effect no earlier than the first day of the second fiscal year beginning after the date on which the sending or receiving agency has informed the other agency and the EV SELPA Board of Directors. On a case-by-case basis, the program transfer may take effect earlier (beginning of the next school year) if all parties involved in the transfer agree and the EV SELPA Board of Directors has approved the program transfer. If timelines are missed but all parties currently utilizing the existing program involved in the transfer agree, the case shall be presented to the EV SELPA Board of Directors for approval. When timelines are met, all program transfer cases shall go to the EV SELPA Board of Directors as an action item at the mid-year meeting, no later than December.

The following timelines, displayed as an example, shall be followed for all program transfer requests:

Example: Notification date for program transfer:	No later than March 31,
2024	
Preparation year:	2024-2025
Implementation year:	2025-2026
(beginning with next school year calendar)	

## Notification Year

Any LEA(s) considering the possibility of making a formal written notification of intent to transfer programs or stop making referrals to a regional provider, must discuss this with the EV SELPA administrator and the current provider in the winter prior to making the notification. The following is required:

- March 31: ~~Eighteen months~~ ~~Two years~~ prior to implementation (~~basically one year and a day~~), pursuant to Education Code Section 56205, the LEA(s) interested in considering transfer of one or more programs from one provider to another shall notify in writing to the EV SELPA, SBCSS or any other regionalized service provider of the intent to transfer program(s).

The written preliminary notification shall include whether or not the interested LEA plans to ~~be a regionalized service provider~~ open a regional program. In that case, all procedures outlined in this policy to open a regional program must be followed. LEAs affected by the program transfer are also responsible for ~~submitting a notification of intent letter if they are interested in having the new provider serve their students~~ following these procedures. Each initial program transfer notification letter shall be provided as an information item on the next Steering/Finance Committee, and Board of Directors meetings.

## Preparation Year

- By August 1: The LEA proposing the transfer must provide a student list of proposed students impacted by the transfer to the EV SELPA and SBCSS. The list shall include the following information for each student: name, date of birth, disability(ies), grade level, current IEP date, triennial IEP date, current attending school, current teacher, and all current special education services by type, frequency and duration.
- By September 7: EV SELPA, SBCSS or other regionalized service providers must prepare a report indicating any possible financial and programmatic impact. The current service provider will address the following in their report:
  - v. Identify any adverse fiscal impact on the remaining operated program
  - vi. Identify any adverse programmatic impact on the remaining operated program
  - vii. Identify and evaluate any facility issues; and,
  - viii. Identify any personnel issues.

The LEA proposing the transfer must complete and submit to the EV SELPA administration the required Assurances Page (Appendix C) and Detailed Plan for Program Transfer (Appendix D) with a copy provided to the current program service provider.

The above reports shall be provided as ~~an~~ information items on the next EV SELPA Steering/Finance Committee, and Board of Directors meetings.

- By October 31: The LEA(s) requesting the program transfer must provide Verification of Involvement of Stakeholders in the Plan for Special Education Program Transfers (Appendix E) along with written notification to the EV SELPA Board of Directors and SBCSS or other service providers whether or not the LEA will be taking back program(s).
- November or December: The next scheduled V SELPA Board of Directors agenda will include an action item to approve or disapprove the special education program transfer request. The approval is dependent upon a simple majority vote of the members in attendance.
- January through June: In any type of program transfer, the new current program operator shall work cooperatively with the current operator each student's district of residence to current to complete administrative activities such as scheduling IEP meetings, transfer of files, coordination of related services, notification of parents, and other activities associated with the program transfer.

Note: It is the requirement of all SELPA transfer plans that the functional continuation of the current IEP's of all affected students be provided for (Ed. Code §56207(a)(3)). An IEP meeting is required to be convened when there is a request to develop, review or revise the individualized education program or a student (Ed. Code, §56343). A student's educational placement is defined as "that unique combination of facilities, personnel, location or equipment necessary to provide instructional services to an individual with exceptional needs, as specified in the IEP..." (Cal. Code Regs. tit. 5, §3042). If the alteration of a program operator truly has no impact on the facility, personnel, location, or equipment provided to the student, then the change in program operator would not require that an IEP meeting be convened for each affected student.

- ~~➤ June: The new program operator is responsible for developing a MOU with any other LEA that also provided program transfer notification who plans to access the new program.~~
- ~~➤ June: A LEA utilizing a program outside of the EV SELPA shall complete an Intra-SELPA Transfer form for each student attending such program.~~

## Implementation Year

- The new program operator will begin providing services effective the beginning of the next school year calendar. The current program operator provides services during extended school year unless negotiated otherwise. In such cases, the existing MOU applies.



## Education Code Requirements

Pursuant to Education Code Section 56207(a):

*No educational programs and services already in operation in school districts or a county office of education pursuant to Part 30 (commencing with Section 56000) shall be transferred to another school district or a county office of education or from a county office of education to a school district unless the special education local plan area has developed a plan for the transfer which addresses, at a minimum, all of the following:*

- (2) Pupil needs.*
- (3) The availability of the full continuum of services to affected pupils.*
- (4) The functional continuation of the current individualized education programs of all affected pupils.*
- (5) The provision of services in the least restrictive environment from which affected pupils can benefit.*
- (6) The maintenance of all appropriate support services.*
- (7) The assurance that there will be compliance with all federal and state laws and regulations and special education local plan area policies.*
- (8) The means through which parents and staff were represented in the planning process.*

To meet this requirement, each LEA pursuing a program transfer will be required to complete a “Detailed Plan for Special Education Program Transfers” (Appendix A) and to sign off on the “Program Transfer Assurances” (Appendix B) by September 7 of the year prior to initiating the new program services.

## Personnel Considerations

### Certificated Positions

The following apply:

Whenever any certificated employee, who is performing service for one employer, is terminated, reassigned, or transferred, or becomes an employee of another employer because of the reorganization of special education programs, the employee shall be entitled to the following:

- The employee shall retain the seniority date of his or her employment with the district or county office from which he or she was terminated, reassigned, or transferred.
- The reassignment, transfer, or new employment caused by the reorganization of special education programs shall not affect the seniority or classification of certificated employees already attained in any school district that undergoes the reorganization. These employees shall have the same status with respect to their seniority or classification, with the new employer, including time served as probationary employees. The total number of years served as a certificated

employee with the former district or county office shall be credited, year for year, for placement on the salary schedule of the new district or county office.

- Subsequent to the reassignment or transfer of any certificated employee as a result of the reorganization of special education programs that employee shall have priority in being informed of and in filling certificated positions in special education in the areas in which the employee is certificated within the district or county office by which the certificated employee is then currently employed.
- A certificated employee who has served as a special education teacher in a district or county office and has been terminated from his or her employment by that district or county office shall have first priority in being informed of and in filling vacant certificated positions in special education, for which the employee is certificated and was employed, in any other county office or school district that provides the same type of special education programs and services for the pupils previously served by the terminated employee. For a period of 39 months for permanent employees and 24 months for probationary employees from the date of termination, the employee shall have the first priority right to reappointment as provided by this section, if the employee has not attained the age of 65 years before reappointment.

### **Classified Positions**

The following apply:

If the reorganization of special education programs results in a classified employee who is performing services for one employer being terminated, reassigned, or transferred, or becoming the employee of another employer, the employee shall retain the seniority acquired at his or her employment with the school district or county office of education from which he or she was terminated, reassigned, or transferred.

The reassignment of an employee, transfer of an employee, or new employment of an employee caused by the reorganization of special education programs does not affect the seniority or classification that a classified employee already attained in any school district that undergoes the reorganization. The employee has the same status with respect to his or her seniority or classification, with the new employer, including time served as a probationary employee. The total number of years served as a classified employee with the former school district or county office shall be credited, year for year, for placement on the salary schedule of the new school district or county office.

A classified employee who is reassigned or transferred as a result of the reorganization of special education programs has priority in being informed of and in filling classified positions in the classifications in which the employee was employed before the reassignment or transfer. This priority expires 24 months after the date of reassignment or transfer and may be waived by the employee during that time period.

A classified employee who served in a special education program in a school district or county office and is terminated from his or her employment by that school district or county office as a

result of the reorganization of a special education program has first priority in being informed of and in filling vacant classified positions for which the employee is qualified or was employed in the county office or school district that operates the reorganized special education program. Permanent employees have the first priority right to reappointment as provided in this section for 39 months from the date of termination. Probationary employees have the first priority right to reappointment as provided in this section for 24 months from the date of termination.

### **Resolving Disagreements Related to Program Transfers**

If either the sending or receiving agency disagree with the proposed transfer, the distribution of funds, the responsibility for service provisions or other aspects of the transfer plan, the matter should be resolved by alternative resolution processes.

### **Closing a Regional Program**

Though EC Section 56207(a) is specific to program transfers, the education code section also serves as a basis for procedures and timelines for closing a regional program. Adhering to the procedures and timelines is expected. On a case-by-case basis, however, a program may be closed if all parties involved agree and the EV SELPA Board of Directors approves the closing of the program. The case shall be presented to the EV SELPA Board of Directors for approval. When timelines are met, all program closing cases shall go to the EV SELPA Board of Directors as an action item at the spring meeting, no later than May.

### **Program Closing Timelines**

The following timelines, displayed as an example, shall be followed for all program transfer requests:

Example: Notification date for program transfer:	No later than June 30, 2023
Preparation year:	2023-2024
Implementation year: (beginning with next school year calendar)	2024-2025

### **Notification Year**

Any LEA(s) considering the possibility of making a formal written notification of intent to close a program as a regional provider, must discuss this with the EV SELPA administrator the spring prior to making the notification. The following is required:

- **By June 30:** A year and one day prior to implementation, the LEA(s) interested in closing a regional program shall notify in writing to the EV SELPA, SBCSS or any other regionalized service provider of intent to close a regional program(s) and the reason(s) why. The request to close a regional shall be provided as an information

item on the next EV SELPA Steering/Finance Committee meeting agenda.

## **Preparation Year**

- By October 31: The LEA(s) proposing to close a regional program must develop and provide a report identifying the number of students, the SSIDs of the students, all services each student receives, and the student's district of residence to the EV SELPA. The identifying student information must also be confidentially and securely provided to the district of residence for each student. The non-identifying student information will be presented to the EV SELPA Steering Committee at its November meeting. In addition, an information only item indicating the LEA(s) have notified the EV SELPA of the potential to close a regional program will be provided to the EV SELPA Board of Directors in the November meeting.
- By January 31: The LEA(s) proposing to close a regional program must complete and submit to the EV SELPA the required Program Closing Assurances (Appendix F). This will be provided to the EV SELPA Steering/Finance Committee in February for their consideration to make a recommendation regarding closing the regional program at the EV SELPA Board of Directors' February meeting.
- March: The next scheduled EV SELPA Board of Directors agenda will include an action item to approve or disapprove the closing of the special education regional program with the intent to close the program at the end of the current extended school year (ESY). The approval is dependent upon a simple majority vote of the members in attendance.
- April through June: If approved, the LEA(s) closing the regional program are responsible for and must engage in the procedures described in the EV SELPA Regional Program Provider Responsibilities for notifying parents of the closure as well as scheduling and conducting all relevant IEP meetings ensuring the participation of representatives of the students' districts of residence.

## **Implementation Year**

- The regional program operator will cease providing services effective the beginning of the next school year calendar and will provide services during extended school year (ESY) of the year in which the program closing is approved by the EV SELPA Board of Directors, unless negotiated otherwise. In such cases, the existing MOU applies.

*Reviewed by Steering Committee: March 9, 2017, September 14, 2017, October 12, 2017*

*Reviewed by Board of Directors: May 24, 2017, September 27, 2017*

*Approved by Board of Directors: November 15, 2017*

*Reviewed by Board of Directors: September 16, 2020*

*Approved by Board of Directors: November 18, 2020*

*Reviewed by Board of Directors: September 20, 2023*

Appendix A

**PROGRAM OPENING ASSURANCES**

The \_\_\_\_\_ School District certifies that the agency herein represented will comply with all applicable requirements of the East Valley SELPA Regional Program Policy and Procedures: Opening, Transferring and Closing Programs.

Below the required **Detailed Plan for Special Education Program Opening** that delineates how the LEA has or will fulfill these obligations.

\_\_\_\_\_  
Signature of Special Education Administrator

\_\_\_\_\_  
Signature of LEA Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**DETAILED PLAN FOR OPENING A SPECIAL EDUCATION PROGRAM**

LEA Name: \_\_\_\_\_

Date of Submission: \_\_\_\_\_

This required Detailed Plan for opening a Special Education Program complies with Section 56207(a) and other procedural safeguards.

**1. Section 56207(a)(1) and (3) – pupil needs and the continuation of the current individualized education program (IEP) for all affected students.**

**(a) Direct Instruction:**

Sample Language:

The students will receive all services as required in their current Individualized Education Programs (IEPs) in the least restrictive environment. New IEPs will be held as needed.

**(b) Related Services and Equipment**

Sample Language:

The students will be provided all required appropriate supports, including related services, pursuant to their IEPs. All required related services will be provided by qualified support staff with the appropriate training and administrative support. The LEA plans to provide the following required related services: speech and language; counseling and guidance; adapted physical education; health and nursing services; and transition services. The LEA will provide other related services when the needs of students so dictate the need for additional supports.

The receiving LEA has built funds into the budget to purchase required equipment. Regarding student assigned equipment, the low incidence equipment will follow the student.

**(c) Facilities**

Sample Language:

Outlined below is a list of facilities by school available that will house the students involved in the program opening.

School Site	Facility	Comments

**2. Section 56207(a)(2), (4) – the availability of the full continuum of program services for all affected students and the provision of services in the least restrictive environment from which pupils can benefit.**

**(a) Contingency plans for providing services other than those called for in the IEPs**

Sample Language:

The opportunities for participation in general education classes and curriculum will be made accessible. There will be opportunities for mainstreaming. The LEA is committed to implementing collaborative and inclusive programs between general and special education.

**3. Section 56207(a)(5) – the maintenance of all appropriate support services.**

**(a) Number (FTEs), Qualifications, and Experience of Support Staff**

Sample Language:

All education codes related to employee rights will be followed in cooperation with the current service provider and the receiving LEA. Those positions not filled by existing staff will be filled by qualified LEA-employed staff. The LEA will make every effort in recruiting to fill these positions with qualified staff.

Appendix B

## **VERIFICATION OF INVOLVEMENT OF STAKEHOLDERS IN THE PLAN FOR OPENING A SPECIAL EDUCATION PROGRAM**

LEA Name: \_\_\_\_\_ Date of Submission: \_\_\_\_\_

This required Detailed Plan for opening a Special Education Program complies with Section 56207(a) and other procedural safeguards.

**Section 56207(a)(7) – the involvement and representation of parents of all affected students and staff in the planning process.**

### **Involvement of Parents**

Sample Language:

Meetings with parents involved in the program opening were held on the following dates at the identified locations.

<b>DATE OF MEETING</b>	<b>LOCATON OF MEETING</b>

### **Involvement of Staff**

Sample Language:

Meetings were held on the following dates and for the identified personnel positions

<b>DATE OF MEETING</b>	<b>PARTICIPANTS</b>

## PROGRAM TRANSFER ASSURANCES

The \_\_\_\_\_ School District certifies that the agency herein represented will comply with all applicable requirements of federal and state laws and regulations and special education local plan area policies, including compliance with the Individual with Disabilities Education Act, Section 504 of Public Law, and the provisions of the California Education Code, Part 30, specifically:

- Section 56207(a) – develop a detailed program transfer plan
- Section 56207(a)(1) and (3) – pupil needs and the continuation of the current IEP for all affected students
- Section 56207(a)(2) and (4) – availability of the full continuum of program placements and services in the least restrictive environment for all affected students
- Section 56207(a)(5) – maintenance of all appropriate support services to include qualified support staff and administrative support
- Section 56207(a)(7) – involvement and representation of parents of all affected students and staff (e.g. special and non-special education teachers, itinerant specialist, administrators, and classified) in the planning process
- Section 44903.7 – certificated employee rights
- Section 45120.2 – classified employee rights
- Section 56207(c) - & Section 56205(b)(5) – resolving disagreements related to program transfers

Attached is the required **Detailed Plan for Special Education Program Transfers** that delineates how the LEA has or will fulfill these obligations.

\_\_\_\_\_  
Signature of Special Education Administrator

\_\_\_\_\_  
Signature of LEA Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



## DETAILED PLAN FOR SPECIAL EDUCATION PROGRAM TRANSFERS

LEA Name: \_\_\_\_\_ Date of Submission: \_\_\_\_\_

This required Detailed Plan for Special Education Program Transfers complies with Section 56207(a) and other procedural safeguards.

**4. Section 56207(a)(1) and (3) – pupil needs and the continuation of the current individualized education program (IEP) for all affected students.**

**(a) Direct Instruction:**

Sample Language:

The students will continue to receive all services as required in their current Individualized Education Programs (IEPs) in the least restrictive environment. New IEPs will be held if needed.

**(b) Related Services and Equipment**

Sample Language:

The students will continue to be provided all required appropriate supports, including related services, pursuant to their IEPs. All required related services will be provided by qualified support staff with the appropriate training and administrative support. The LEA plans to provide the following required related services: speech and language; counseling and guidance; adapted physical education; health and nursing services; and transition services. The LEA will provide other related services when the needs of students so dictate the need for additional supports.

The current regionalized service provider will conduct an inventory of current equipment to determine which equipment will stay with the transferring students. The receiving LEA has built funds into the budget to purchase required equipment. Regarding equipment, the low incidence equipment will follow the student.

**(c) Facilities**

Sample Language:

Outlined below is a list of facilities by school available to house the students involved in the program transfer.

School Site	Available Facility	Comments

**5. Section 56207(a)(2), (4) – the availability of the full continuum of program services for all affected students and the provision of services in the least restrictive environment from which pupils can benefit.**

**(a) Contingency plans for providing services other than those called for in the IEPs**

Sample Language:

The opportunities for participation in general education classes and curriculum will be enhanced and more accessible. There will be more opportunities for mainstreaming as the local schools will have ownership of these programs. The LEA is committed to implementing collaborative programs between general and special education (e.g. Learning Center, Individual and Small Group Instruction, etc.)

**6. Section 56207(a)(5) – the maintenance of all appropriate support services.**

**(a) Number (FTEs), Qualifications, and Experience of Support Staff**

Sample Language:

All education codes related to employee rights will be followed in cooperation with the current service provider and the receiving LEA. Those positions not filled by existing staff will be filled by qualified LEA-employed staff. The LEA will make every effort in recruiting to fill these positions with qualified staff.

## VERIFICATION OF INVOLVEMENT OF STAKEHOLDERS IN THE PLAN FOR SPECIAL EDUCATION PROGRAM TRANSFERS

LEA Name: \_\_\_\_\_ Date of Submission: \_\_\_\_\_

This required Detailed Plan for Special Education Program Transfers complies with Section 56207(a) and other procedural safeguards.

**Section 56207(a)(7) – the involvement and representation of parents of all affected students and staff in the planning process.**

**Involvement of Parents**

Sample Language:

Meetings with parents involved in the program transfer were held on the following dates at the identified locations.

DATE OF MEETING	LOCATON OF MEETING

**Involvement of Staff**

Sample Language:

Meetings were held on the following dates and for the identified personnel positions

DATE OF MEETING	PARTICIPANTS

## **PROGRAM CLOSING ASSURANCES**

The \_\_\_\_\_ School District certifies that the agency herein represented will comply with all applicable requirements of the East Valley SELPA Regional Program Policy and Procedures: Opening, Transferring and Closing Programs.

These requirements are:

- Provide a report with the identified number of students, the SSIDs of the students, all services each student receives, and the student's district of residence to the EV SELPA by October 31.
- Provide identified student information to the students' districts of attendance by October 31.
- Notify the parents of the closure by January 31.
- Schedule and facilitate change of placement IEPs with district of residence staff in attendance by May 31.

\_\_\_\_\_  
Signature of Special Education Administrator

\_\_\_\_\_  
Signature of LEA Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## 4.6 EV SELPA Community Advisory Committee



## East Valley SELPA Community Advisory Committee

What is the Community Advisory Committee (CAC) of the East Valley Special Education Local Plan Area (EV SELPA)?

The CAC is a committee of volunteers composed of parents of individuals with exceptional needs and others who serve in an advisory capacity to the administrator of the EV SELPA in specific areas as detailed in the California Education Code. Those areas include deciding on and supporting parent trainings, promoting community awareness of special education, supporting activities on behalf of individuals with exceptional needs, assisting in parent awareness of the importance of regular school attendance and advising on the Local Plan.

Members of the CAC include those appointed by the governing board of each participating district in the EV SELPA to serve one- or two-year terms and shall be parents of pupils with exceptional needs enrolled in the district schools.





**East Valley SELPA  
Community Advisory Committee**



<b>DISTRICT:</b>	
------------------	--

<b>CAC Member Name:</b>	
<b>Mailing Address:</b>	
<b>Email Address:</b>	
<b>Phone Number:</b>	
<b>Board Approval Date:</b>	

<b>CAC Member Name:</b>	
<b>Mailing Address:</b>	
<b>Email Address:</b>	
<b>Phone Number:</b>	
<b>Board Approval Date</b>	

<b>Submitted by:</b>	<b>Date:</b>
----------------------	--------------

**2023/2024  
East Valley Special Education Local Plan Area**

**Community Advisory Committee**

**Meeting Schedule**

All meetings will  
begin at 9:30 a.m. & end at 11:30 a.m.  
*(Determination to meet virtually will be made in advance by the Committee)*

**SEPTEMBER 18, 2023**

**NOVEMBER 13, 2023**

**FEBRUARY 26, 2024**

**APRIL 22, 2024**





## 4.7 The Special Ed Administrator's Personal Trainer

## 4.8 SafetyPowers & Kidpower.org

# safetypowers™.org



Scan to visit [Safetypowers.org](https://www.safetypowers.org)

A FREE online resource to prepare people with disabilities and their supporters with skills to take charge of emotional and personal safety!

Here's what you'll find at [Safetypowers.org](https://www.safetypowers.org):

▶ 1- Positive Communication



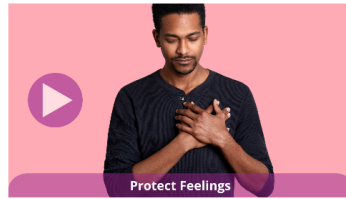
Positive Communication

▶ 2- Touch & Affection



Touch & Affection

▶ 3- Protect Feelings



Protect Feelings

▶ 4- Aware Calm Confidence



Aware Calm Confidence

▶ 5- Get Help For Safety



Get Help For Safety

▶ 6- Get Help In Public



Get Help In Public

▶ 7- Think First



Think First For Safety

▶ 8- Stranger Safety



Stranger Safety

▶ 9- Positive Boundaries



Positive Boundaries

▶ 10- "Stop or Else..."



"Stop Or Else..."

▶ 11- Bullying Solutions



Bullying Solutions

▶ 12- Skills To Stop Bullying



Skills To Stop Bullying

▶ 13- Advocate For Safety



Advocate For Safety

▶ 14- Family Gatherings



Staying Safe at Family Gatherings

▶ Teaching Safetypowers

Event recording available

📖 Abuse Prevention Resources

📖 Books to go deeper

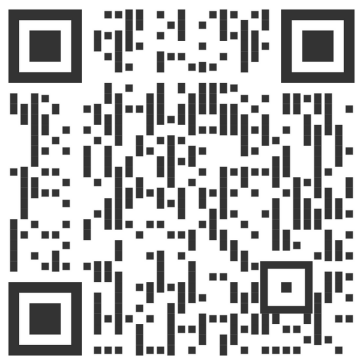
Also available:

**Poderes de Seguridad**  
SEGURIDAD ACCESIBLE  
PARA TODOS



Safetypowers is FREE thanks to generous funding from Ability Central!

# poderes de seguridad™



Escanea para visitar  
<https://learn.kidpower.org/course/poderes-seguridad>

¡Un recurso en línea GRATUITO para preparar a las personas con discapacidades y a las personas que los apoyan con habilidades para hacerse cargo de su seguridad emocional y personal!

## Esto es lo que encontrarás en Safetypowers.org:

### ▶ 1- Comunicación Positiva



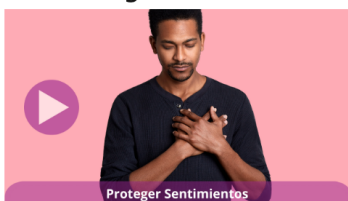
Comunicación Positiva

### ▶ 2- Contacto Físico y Afecto



Contacto Físico y Afecto

### ▶ 3- Proteger Sentimientos



Proteger Sentimientos

### ▶ 4- Atención y Confianza



Atención y Confianza

### ▶ 5- Obtén Ayuda



Obtén Ayuda

### ▶ 6- Obtén Ayuda en Público



Obtén Ayuda en Público

### ▶ 7- Pensar Primero



Pensar Primero

### ▶ 8- Seguridad con Extraños



Seguridad con Extraños

### ▶ 9- Límites Positivos



Límites Positivos

### ▶ 10- "Para, o si no..."



Lección en preparación

### ▶ 11- Soluciones para Bullying



Lección en preparación

### ▶ 12- Cómo Detener el Bullying



Lección en preparación

Más lecciones próximamente, incluyendo *Abogar por la Seguridad, Seguridad En Línea, y Seguridad en Emergencias*

¡Poderes de Seguridad es gratuito gracias al generoso apoyo de Ability Central!

# kidpower.org

Helping adults help kids be safe!

My family learned online safety skills from Kidpower!



Now that we have more skills to deal with bullying, he likes school again!



Kidpower helps us protect our child from abuse in ways that are fun, not scary!



[SCAN for Kidpower.org](https://www.kidpower.org)

Kidpower is for adults, too. Now I have more skills to protect my family.



Kidpower's free personal safety online resource library is the biggest - anywhere!



Thanks to Kidpower's "Safetypowers" for teens & adults with communication challenges, I know more ways to be safe at school & at work!



# kidpower.org

¡Ayudamos a que los adultos ayuden a los niños a estar seguros!

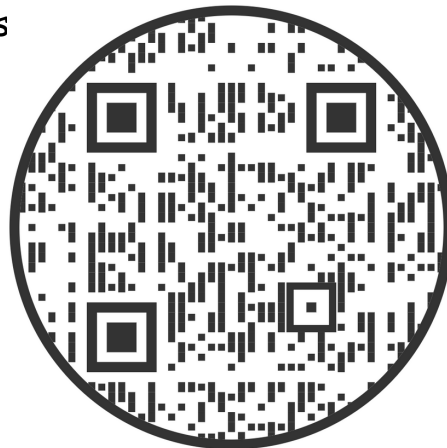
¡Mi familia aprendió habilidades de seguridad en línea de Kidpower!



Ahora que tenemos más habilidades para lidiar con el bullying, ¡le gusta la escuela de nuevo!



¡Kidpower nos ayuda a proteger a nuestros niños del abuso en formas divertidas, no aterradoras!



[ESCANEA para visitar Kidpower.org/espanol](https://www.kidpower.org/espanol)

Kidpower también es para adultos. Ahora tengo más habilidades para proteger a mi familia.



¡La biblioteca de recursos gratuitos sobre seguridad personal de Kidpower es la más grande del mundo!



Gracias a los "Poderes de Seguridad" de Kidpower para adolescentes y adultos con dificultades en la comunicación, ¡ahora conozco más formas de estar seguro en la escuela y en el trabajo!



[seguridad@kidpower.org](mailto:seguridad@kidpower.org) 800-467-6997



## Skills for strong relationships & the prevention of harm adapted for all abilities - since 1989

Kidpower International ([kidpower.org](http://kidpower.org)) offers a wide range of live online programs - all adapted.  
**Our online services most often organized by special education teachers & leaders are:**

**propower**<sup>®</sup>

**for faculty & staff**

- Keeping youth safe from bullying & abuse
- Teaching social skills for independence
- Making safety fun - not scary
- Adapting based on students' abilities
- Strengths-based, experiential, adaptable
- For any team of educators, large or small
- 1-4 sessions of 30-120min - you have options!

**parentpower**<sup>®</sup>

**for parents & caregivers**

- Ways to protect and empower your child
- Preparing your child for independence - safely
- Making safety fun - not scary
- Adapting based on your child's needs & abilities
- Advocating for your child
- 1-2 sessions of 60-120min - you have options!

**safetypowers**<sup>™</sup>

**for transition age students  
along with their teachers**


- Skills for safety in public
- Boundary setting & self-advocacy
- Workplace safety & communication
- Relationship safety & conflict resolution
- Teaching & sharing safety skills with friends
- 1-4 sessions of 30-60min - you have options!

**Contact Community Education Director Erika Leonard about services for your school:  
[erika@kidpower.org](mailto:erika@kidpower.org) - cell 510-334-2242**

**February 1st, 2024**  
 Parent Information Meeting  
**Postsecondary Options for Significantly Challenged Adults**  
 Spanish interpretation will be provided at meeting.



A Project of KidPower International

<b>TIME</b>	<b>February 1st, 2024</b> <b>9:30 a.m. – 11:30 a.m.</b> <b>Adult Services Information Meeting</b>
<b>Location:</b>	Dorothy Inghram Learning Center Conference Room C <b>670 E. Carnegie Drive, San Bernardino 92408</b>
<b>9:30</b>	<b>Safetypowers.org</b> <b>A Project of KidPower International</b> <i>Join us to learn ways to help your child learn age-appropriate, ability-appropriate skills to be safer from bullying, harassment, or abuse at school, out in public, online, at work - everywhere they go. Plus, learn about the free Safetypowers resource - which you can start using NOW!</i> Safetypowers (in English) <a href="https://learn.kidpower.org/course/safety-powers-project">https://learn.kidpower.org/course/safety-powers-project</a> Poderes de Seguridad (en español) <a href="https://learn.kidpower.org/course/poderes-seguridad">https://learn.kidpower.org/course/poderes-seguridad</a> Erika Leonard, KidPower International Community Education Director Ana Uribe, Kidpower Ecuador Center Director Gisella Gamez, Kidpower Argentina Center Director
<b>10:30</b>	<b>Site Visit to Sevita/First Step</b> <b>Highland Day Program Center</b> 3654 Highland Avenue, Suites 17 & 18 Highland, CA 92346 (909) 864-6005 Marcia Ramos, Program Manager
<b>Register:</b>	<b>9:30 a.m. – 11:30 a.m.</b> <b>Adult Services Information Meeting</b> <a href="https://sbcss.k12oms.org/46-238442">https://sbcss.k12oms.org/46-238442</a>
	Contact Colleen Meland if you have any questions or need assistance registering: <a href="mailto:colleen.meland@sbcss.net">colleen.meland@sbcss.net</a> ; or call: (909) 252-4525. 



**1 de febrero de 2024**

**Reunión Informativa para Padres  
Opciones Postsecundarias para  
Adultos con Dificultades Significativas**  
Se proporcionará interpretación en Español en la reunión.

**safetypowers™**

**Sevita**

A Project of KidPower International

<b>HORA</b>	<b>1 de febrero de 2024 9:30 a.m. – 11:30 a.m. Reunión Informativa sobre Servicios para Adultos</b>
<b>Lugar:</b>	<b>Dorothy Inghram Learning Center Conference Room C 670 E. Carnegie Drive, San Bernardino 92408</b>
<b>9:30</b>	<b>Safetypowers.org</b> <b>Un Proyecto de KidPower Internacional</b> <i>Únase a nosotros para aprender formas de ayudar a su hijo/a aprender habilidades apropiadas para su edad y sus capacidades para estar mas seguro frente al acoso, la intimidación o el abuso en la escuela, en publico, en línea, en el trabajo - dondequiera que vaya. Además, obtenga información sobre el recurso gratuito Safetypowers - ¡que puede comenzar a usar AHORA!</i> Safetypowers (in English) <a href="https://learn.kidpower.org/course/safety-powers-project">https://learn.kidpower.org/course/safety-powers-project</a> Poderes de Seguridad (en español) <a href="https://learn.kidpower.org/course/poderes-seguridad">https://learn.kidpower.org/course/poderes-seguridad</a> Erika Leonard, Directora de Educación Comunitaria Internacional KidPower Ana Uribe, Directora del Centro Kidpower Ecuador Gisella Gamez, Directora del Centro Kidpower Argentina
<b>10:30</b>	<b>Visita al Sitio Sevita/First Step Highland Day Program Center</b> 3654 Highland Avenue, Suites 17 & 18 Highland, CA 92346 (909) 864-6005 Marcia Ramos, Directora del Programa
<b>Registré:</b>	<b>9:30 a.m. – 11:30 a.m.</b> <b>Reunión Informativa sobre Servicios para Adultos</b> <a href="https://sbcss.k12oms.org/46-238442">https://sbcss.k12oms.org/46-238442</a>
	Comuníquese con Colleen Meland si tiene alguna pregunta o necesita ayuda para registrarse: <a href="mailto:colleen.meland@sbcss.net">colleen.meland@sbcss.net</a> ; o llame: (909) 252-4525.



## 4.9 EV SELPA Parent Resource Fair – November 3, 2023



**2023 East Valley SELPA  
Parent Resource Fair**

District	Staff Attending	# of Tables	Materials	Signs	Handouts	Activities	OMS Registration Complete
Colton							
Redlands							
Rialto							
Rim							
YCJUSD							
SBCSS							

\*Notify Jennifer Brooksby by Thursday, October 19<sup>th</sup> at [Jennifer.Brooksby@sbcss.net](mailto:Jennifer.Brooksby@sbcss.net)

## 4.10 IEP Vendor Selection Committee

## 4.11 Hot Topics

- Updated Larry P. Guidance

## **CASP's Response to CDE's Memorandum on Special Education of African American Students - Sept 14, 2022**

By James Hiramoto, Ph.D.  
CASP Assessment Co-Chair

Additional Authors and Committee Members:

Michele Custer, Ed.S, LEP  
Brandon Gamble, Ph.D.  
Mike Giambona, Ph.D.  
James Hiramoto, Ph.D.  
Christopher Jones, CAGS, LEP  
Kristin Makena, Ph.D. LEP  
Jenny Ponzuric, LEP  
Doug Siembieda, M.S.  
Jeannine Topalian, Psy.D.  
Melissa Wood, M.S., M.A.

Approved by the CASP Board of Directors on 10/10/23 (Fall Board Meeting)

History:

- In 1979 the 9th Circuit Court decision in *Larry P. v Riles* limited the use of IQ tests in California and those that purported to be substitutes for IQ tests for African Americans for the eligibility of EMR (Educably Mentally Retarded) and EMR classes because the court determined them to be biased based on evidence presented.
- In 1986 the *Larry P. Settlement Agreement*, expanded the court injunction (ban on intelligence tests for African American/Black students from EMR and placement decision into EMR classes and their substantive equivalents) to all 13 special education eligibility handicapping conditions.
- In 1992 the 9th Circuit Court decision in *Crawford v Honig*, concluded that the expansion of the ban by the CDE to all 13 categories was misapplied, and that the *Larry P* injunction applied only to the one handicapping condition (EMR and placement in EMR classes and their substantive equivalents).
- In 1992 and 1997 CDE wrote subsequent memorandums that stated regardless of *Crawford v Honig* that the ban on intelligence tests and their equivalents for African American students would still be enforced.
- **That has been the practice in California, however the latest CDE Memorandum changes that.**

On September 14, 2022, the California Department of Education (CDE) issued a Memorandum on Special Education of African American Students. It was intended to clarify assessment practices for African American students. Despite the memo's intent, confusion on the use of IQ tests for African American students remains. Seeking clarity, CASP spoke with representatives from CDE, including the previous State Director of Special Education, Heather Calomese (who was the author of the Memorandum), as well as current CDE Special Education leadership. Based upon CASP's conversation with the CDE and our reading of the Memorandum we believe the following information to be clear:

- **Is there a modern day equivalent of EMR and is the original Larry P. injunction still in place? Yes to both questions.** The memo states, “In 1979, the court permanently enjoined LEAs throughout California from using standardized intelligence tests for (1) the identification of African American students as EMR or its substantial equivalent or (2) placement of African American students into EMR classes or classes serving substantially the same functions. The court held that court approval would be required for the use of any standardized intelligence tests for African American students for the above purposes. The court laid out a state process for this.” The memo accurately indicates that “The court has never held hearings to determine the “substantial equivalent” of the EMR identification or placement, or whether IQ tests are appropriate for assessing African American students for identifications or placements other than the substantial equivalent of EMR.” Some have read this to indicate that EMR is no longer an eligibility category, and thus conclude the Larry P. injunction no longer applies - *This is incorrect.* . The memo later notes that “Although the law on assessment has evolved... the Larry P. injunction remains in place.” While the court has never held hearings to determine the “substantial equivalent” of EMR identification or placement, Intellectual Disability (ID) is the category that replaced Mental Retardation (of which EMR was once a subclassification with respect to level of service need). *The courts did not need to hold a hearing to determine that ID is the “substantial equivalent,” because subsequent laws changed the label.* **In brief: Yes, the Larry P. injunction is still in place for ID and for placement in ID programs.**
- **Does the Larry P. injunction still apply to all special education disability categories? According to the memo, CDE is no longer expanding the Larry P. injunction to all other disability categories.**

  - Memorandum from Sept 14, 2022, “This memo reflects the most current federal and state statutory, regulatory and case law, and supersedes any previous guidance on this issue.” In Crawford v. Honig (1992) the Court ruled against CDE’s 1986 Larry P. Settlement Agreement that expanded the Larry P.’s injunction to all 13 special education categories. The Court ruled that the Larry P. injunction applied only to the assessment of EMR and its equivalent, which is currently ID. Two Memorandums were generated by CDE, 1992 and 1997. Both Memorandums Of Understanding indicated that regardless of the Crawford v Honig decision, CDE would still apply the Larry P. injunction to all disability categories. **As CDE Memorandums are not law and in this case past memorandums went against the court’s decision (Crawford v Honig), this current Memorandum clarifies what the Larry P. ruling is to apply toward, ID eligibility and special education placement decisions in ID classes only.** “So long as LEAs follow legal requirements, generally speaking they have discretion in selecting which particular assessments to use in determining eligibility for special education.” (Memorandum from Sept 14, 2022). **If CDE intended to continue the expansion of the ban to all other disability categories, they would have addressed it within that statement. So unless ID is a suspected area of disability, school psychologists are able to exercise their judgment on what assessment tools (IQ tests) to use or not.**

- **Does this mean that tests of intelligence and/or tests of overall cognitive ability can be given to African American students for all other disabilities besides ID? Can IQ tests be used for identification of Specific Learning Disability (SLD)?**
  - **Yes, as long as ID is not a suspected or potential area of disability.**
  
- **CASP recommends using best practice for all students being assessed for special education, which is by starting with Record review, Interviews with family and staff, and Observation(s).** This is the RIO of RIOT and the reason for T, “Testing” being at the end is intentional as the RIO informs what we are assessing for. The Sept 14, 2022 carefully reminds school psychologists of the laws and regulations to be included and considered as part of an evaluation for a SLD. By doing so we can address concerns if ID is an area of suspected disability, or a disability area that was not suspected but based on ROI is now a possibility.
  - **To address potential ID, look at Adaptive Behavior:**
    - If “subaverage...deficits in adaptive behavior.” are not present, then ID can be ruled out and there are no restrictions regarding intelligence tests or overall measures of cognitive ability being used for African American students.
    - If subaverage Adaptive Behavior deficits are present and not better explained by Other Health Impairment (OHI), Emotional Disturbance (ED), Traumatic Brain Injury (TBI) or another disability area, and/or there is no evidence to support stronger problem-solving skills beyond assessed adaptive behavior (CCR 3030(b)(6), ID cannot be ruled out. In this case for African American students the ban would remain in effect, unless further information is gathered that can rule out ID.
    - Using this along with other measures such as dynamic assessment, mediated learning, and/or other tasks that can indicate competency and/or skills outlined in the 1989 Larry P Task Force Report as well as the 2012 Best practices guidelines for the assessment of African American students. Cognitive processes manual. Diagnostic Center North, California Department of Education is also recommended.
  
- We are confident because of the wording in the Sept 14, 2022 Memorandum and our discussions with CDE
  - **“So long as LEAs follow legal requirements, generally speaking they have discretion in selecting which particular assessments to use in determining eligibility for special education<sup>4</sup>. When assessing for a learning disability, LEAs are not required to consider whether the student has a severe discrepancy between intellectual ability and achievement... When assessing for a learning disability using a severe discrepancy model, LEAs are not required to use IQ tests to determine intellectual ability<sup>6</sup>”**
  - **If the prohibition for Intelligence/Overall Cognitive Ability tests remained as part of an evaluation for SLD, CDE would have explicitly said they cannot be used instead of just quoting existing special education law as it has done in the 1992 and 1997 Memorandum.**

**Things to carefully consider before changing your current practice.**



- Your LEA should consult with your SELPA and their interpretation of the Sept 14th, 2022 Memorandum. They will have been made aware of the information shared in this CASP document. Ultimately, school psychologists must follow their LEA's directives regarding any change in practice in this area.
  - CASP's December 11, 2017 board approved paper written paper on the topic (<https://casponline.org/pdfs/publications/larryp/1.%20Regarding%20African%20American%20Student%20Achievement%20and%20Success.pdf>) contain in its conclusion, these statements and concerns: "CASP has shared and will continue to share these best practices at its annual conventions and institutes."
  - "Support any and all efforts to address the real problems of significant disproportional representation of African Americans in special education, under achievement in general education, the imbalance of school discipline and school dropout."
  - "Connect and collaborate with African American community based agencies and parent organizations that seek to support positive outcomes of academic progress and excellence in achievement for African American youth."
  - "Strongly encourage mandating continuing education for school psychologists on disproportionality issues. This would mean that credentialed school psychologists would periodically be updated on best practices to address the needs of African American students. This would be all the more imperative when a local education agency has been found to have significantly disproportionate not only in ID or SLD identification, but for ED, OHI, Students Disciplined less than 10 out of school days, or Students Disciplined more than 10 out of school days. By addressing the needs of all students through the district's Multi-Tier System of Supports with appropriate academic (which will soon include mandated Dyslexia screening K-2), behavioral interventions (that should include social emotional learning and for areas touched by violence trauma informed supports), listening to and working with parents and the community as a whole, will lead to better outcomes for students.
  - If you are concerned your LEA is not prepared, consult with your SELPA about required resources. CASP offers training on this and many other topics that benefit the practice of school psychology. Documents on this topic can be found at CASP website CASPonline.org in the Resources section (<https://casponline.org/resources-for-school-psychologists/>) under Resources by Topic Anti-Racism. If you have specific questions, please do not hesitate to contact us.

## Resources

Sullivan & Proctor NASP -

[https://www.nasponline.org/publications/periodicals/spf/volume-10/volume-10-issue-3-\(fall-2016\)/the-shield-or-the-sword-revisiting-the-debate-on-racial-disproportionality-in-special-education-and-implications-for-school-psychologists](https://www.nasponline.org/publications/periodicals/spf/volume-10/volume-10-issue-3-(fall-2016)/the-shield-or-the-sword-revisiting-the-debate-on-racial-disproportionality-in-special-education-and-implications-for-school-psychologists)

Woods & Graves CASP (CSP) -

<https://link.springer.com/journal/40688/volumes-and-issues/25-2>

Codrington & Fairchild ABPsi -

<https://www.abpsi.org/pdf/specialedpositionpaper021312.pdf>

APA Publications

<https://www.apaservices.org/advocacy/news/black-youth-mental-health>

<https://www.apa.org/news/apa/2023/black-youth-mental-health>

<https://www.apa.org/pi/families/resources/task-force/resilience-af-am>

## 5.0 OTHER

### 5.1 2023-2024 EV SELPA Steering Committee Meetings

**2023/2024**  
**East Valley SELPA**  
**Steering/Finance Committee Meeting Schedule**

All meetings held at the Dorothy Inghram Learning Center  
670 E. Carnegie Drive, San Bernardino CA 92408  
Conference Room E  
Home of the East Valley SELPA  
beginning at 8:00 a.m. & ending at 2:00 p.m., unless otherwise notified.

**JULY 2023 – NO MEETING**

**AUGUST 17, 2023**

**SEPTEMBER 14, 2023**

**OCTOBER 12, 2023**

**NOVEMBER 9, 2023**

**DECEMBER 7, 2023**

**JANUARY 2024 – NO MEETING**

**FEBRUARY 8, 2024**

**MARCH 7, 2024**

**APRIL 11, 2024**

**MAY 9, 2024**

**JUNE 13, 2024**



## 5.2 2023-2024 EV SELPA Board of Directors Meeting

**2023/2024**  
**East Valley SELPA**  
**BOARD OF DIRECTORS MEETING SCHEDULE**

September 20, 2023

November 15, 2023

February 21, 2024

March 20, 2024

May 22, 2024

June 12, 2024

**All meetings will be held at 2:00 p.m.**  
**at the Dorothy Ingrham Learning Center**  
**Conference Room E**  
**670 E. Carnegie Drive,**  
**San Bernardino CA 92408**  
**home of the**  
**EAST VALLEY SELPA**  
*(Unless meetings must be held virtually)*



## 5.3 2023-2024 CAC Meetings

**2023/2024  
East Valley Special Education Local Plan Area**

**Community Advisory Committee**

**Meeting Schedule**

All meetings will  
begin at 9:30 a.m. & end at 11:30 a.m.  
*(Determination to meet virtually will be made in advance by the Committee)*

**SEPTEMBER 18, 2023**

**NOVEMBER 13, 2023**

**FEBRUARY 26, 2024**

**APRIL 22, 2024**





## 5.4 EV SELPA Professional Development – October & November 2023



## SPECIAL EDUCATION LEADERSHIP DEVELOPMENT SERIES

Presented by:

Jennifer Brooksby  
EV SELPA Compliance Program Manager

&

Rick Homutoff, Ed.D.  
EV SELPA Due Process Program Manager

Special Education staff will develop practical leadership skills to support their district needs.

Join us on the following Monday's:

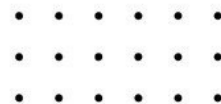
- September 25, 2023 8:00 am - 10:00 am
- November 27, 2023 2:00 pm - 4:00 pm
- February 26, 2024 8:00 am - 10:00 am
- May 20, 2024 2:00 pm - 4:00 pm



<https://sbcss.k12oms.org/46-237443>



Dorothy Inghram Learning Center  
"Home of the East Valley SELPA"  
670 E. Carnegie Drive  
San Bernardino 92408





*Monday*  
*October 23, 2023*  
*8:30 am - 3:00 pm*

**Region 10**

**ADR Committee**

**Presents:**

This full-day training aims to equip participants with essential techniques in effective communication, working through impasse situations, and fostering empathy when working with parents and families.

**Objective:**

The primary objective of this training is to enhance the capacity of participants in resolving conflicts and disputes effectively. By mastering active listening, asking questions, and building relationships of trust, participants can create a positive and collaborative environment when working with others.

# Mind The Gap Part 2

**Presented by**  
**David Dowling**  
 JD, MDR Professional Mediator

**Registration fee:**  
**\$50.00 per individual**  
*This is a Pre-Pay Event*  
*POs are NOT accepted*

**Training Components:**

1. *Effective Communication:*
  - Understanding the importance of clear and respectful communication.
  - Developing active listening skills to truly understand the perspectives and concerns of others.
  - Practicing constructive and empathetic responses to foster open dialogue and avoid escalation of conflicts.
2. *Working Through Impasse:*
  - Identifying common points of impasse and strategies to overcome them.
  - Learning negotiation and problem-solving techniques to find mutually acceptable solutions.
  - Emphasizing the value of flexibility and compromise to achieve the best outcomes in difficult conversations.
3. *Empathy:*
  - Understanding the power of empathy in building trust and strong relationships with parents and families.
  - Cultivating empathy to better comprehend the emotional aspects of difficult conversations for all stakeholders.
  - Incorporating empathetic language and actions to create a supportive and inclusive environment.

**Benefits:**

- Participants attending this training will gain the following benefits:
- Improved ability to communicate effectively.
  - Enhanced skills in resolving conflicts and finding common ground.
  - Strengthened relationships, leading to increased collaboration and engagement.



**Register Online:**  
<https://sbcss.k12oms.org/46-239428>

**Location:**  
 Dorothy Inghram Learning Center  
 "Home of the Easy Valley SELPA"  
 670 E. Carnegie Drive  
 San Bernardino 92408

# MANIFESTATION DETERMINATION TRAINING



Presented by:

Jessica M. Lascano

MA, LEP #3613, APCC #8762, NCSP, BCBA

This training will help school psychologists, and administrators learn about the Manifestation Determination process, including how to conduct a manifestation determination, information to consider when conducting a manifestation determination, and how to make defensible decisions.

Participants will:

- Be exposed to real life examples of manifestation determination cases
- Have the opportunity to practice via case studies
- Learn about the relationship between behavioral supports, including functional behavioral analysis, and manifestation determinations
- Leave the training with several tools, and resources to help conduct thorough manifestation determinations.

*Tuesday*

October 17, 2023

8:30 am - 3:30 pm

<https://sbcss.k12oms.org/46-235968>



*Monday*

February 26, 2024

8:30 am - 3:30 pm

<https://sbcss.k12oms.org/46-235969>



Dorothy Inghram Learning Center  
"Home of the East Valley SELPA"  
670 E. Carnegie Drive, San Bernardino 92408

# FUNCTIONAL BEHAVIOR ASSESSMENT (FBA) & BEHAVIOR INTERVENTION PLAN (BIP)



Presented by  
East Valley SELPA Program Specialists  
Courtney Beatty, Mary Anne Klenske, & Shannon Vogt



**T**his training covers the core components of both an effective and comprehensive Functional Behavior Assessment (FBA) and resulting Behavior Intervention Plan (BIP). Initially, participants will learn the three main components of a legally defensible FBA which include Indirect Assessment, Direct Assessment, and Analysis of data to determine the function of the behavior. This information comes directly from researched literature on ABA. We will also cover how to develop interventions, teaching strategies, visual supports and crisis intervention procedures in order to decrease identified behavior and increase the use of the new positive behavior (FERB).

## Participants will:

- Become familiar with the EV SELPA process of collecting data, analyzing the information and developing a plan.
- Become proficient with how to effectively analyze data, using the forms developed by EV SELPA
- Gain knowledge of the appropriate steps in developing a comprehensive and legally compliant Functional Behavior Assessment and Behavior Intervention Plan using the EV SELPA FBA and BIP Guidebooks

Wednesday  
October 18, 2023  
8:30 am - 3:30 pm



Wednesday  
February 14, 2024  
8:30 am - 3:30 pm

<https://sbcss.k12oms.org/46-235972>

<https://sbcss.k12oms.org/46-235973>



Dorothy Inghram Learning Center  
"Home of the East Valley SELPA"  
670 E. Carnegie Drive, San Bernardino 92408



# AUTISM ASSESSMENT

*Presented by: Jessica M. Lascano, MA, LEP #3613, APCC #8762, NCSP, BCBA*

**T**his training will assist attendees in identifying and implementing essential components of autism assessment. In particular, this training will explore the California Education Code definition of autism and will review how it compares to criteria currently included in the DSM-V. This training will also support assessors in understanding how to select valid and reliable tools when establishing an autism assessment battery. It will provide solid examples of test batteries that might be considered when assessing for autism, with guidance on how to ensure individual needs are considered when selecting a testing battery. Additionally, this training will provide attendees with a variety of tools and resources to use while assessing, as well as psychoeducational report examples all organized in a user-friendly *Padlet*. At the end of the training, attendees should feel more confident and prepared to comprehensively assess for autism.



REGISTER  
ONLINE

<https://sbcss.k12oms.org/46-237736>

Dorothy Ingraham Learning Center

"Home of the East Valley SELPA"

670 E. Carnegie Dr., San Bernardino 92408

FRIDAY,

**OCTOBER 27, 2023**

**8:30 AM - 3:30 PM**



# SELF-REGULATION & LEARNING: *Foundation and Strategies for Student Success*

Presented by:

Mary Anne Klencke, M.A., EV SELPA Program Specialist

Jo-Ann Vargas, M.A., OTR/L, EV SELPA Lead Occupational Therapist

Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager

**J**oin us for a training that provides an overview of the neurological foundations and sensory factors as they relate to both self and co-regulation which are required for meaningful learning. Attendees will learn strategies to regulate themselves, so they are able to engage in successful co-regulation with students. We will examine the factors behind behavior and trauma that may affect the learning process. Finally, attendees will walk away with a toolbox of helpful strategies to support neurodiverse students who struggle with self-regulation.

*Monday*  
October 16, 2023  
8:30 am - 12:30 pm

<https://sbcss.k12oms.org/46-232638>



*Thursday*  
February 1, 2024  
8:30 am - 12:30 pm

<https://sbcss.k12oms.org/46-232639>



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# **DISTRICT ACCESS (DA) USERS**

## *Collaborative Meetings*

### *Facilitated by:*

Dr. Patty Metheny, Chief Administrative Officer  
Jennifer Brooksby, Program Manager  
Sonya Cain, Program Technician (MIS)

District Access (DA) users and district representatives are invited to learn more about the latest CALPADS information, including updates and/or changes to District Access. Attendees are encouraged to bring questions, ideas, and suggestions to share with the group.

### *Intended Audience:*

District Access Users and District Special Education Administrators

**From 2:00 - 3:30 pm**

- **Wednesday, August 23, 2023**
- **Thursday, October 26, 2023**
- **Thursday, January 25, 2024**
- **Thursday, April 25, 2024**



**<https://sbcss.k12oms.org/46-233882>**



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School District and SELPA Residential Placement Coordinators,  
Mental Health Coordinators and staff involved in the  
placement process are invited to the

## 10th Annual NETWORK MEETING & RTC VENDOR FAIR

Thursday  
OCTOBER 26, 2023  
8:30 AM - 3:00 PM

This event is provided at no cost to participants,  
includes a light breakfast and catered lunch

### Schedule

8:30 - 9:00 am:  
Registration/Check-in

9:00 - 11:30 am:  
Light Breakfast

Network meeting to discuss a variety of topics regarding  
Residential and ERMHS Services (Transitioning, Residential  
Facilities, Hot Topics, and Topics of Interest will be discussed)

11:30 am - 12:30 pm:  
Networking lunch with other districts/SELPA's and RTCs

12:30 - 3:00 pm:  
RTC & NPA Vendor Fair  
Participants can visit vendor tables to obtain information

\*2:30 pm Raffle Drawing



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<https://sbcss.k12oms.org/46-234157>  
(No Interns, please)





# Social Emotional Skills for the Mod - Severe Population

Presented by:  
**Colleen Meland**  
EV SELPA Program Specialist

**Tracy Schroeder**  
EV SELPA Behavioral Health Program Manager

**Jo-Ann Vargas**  
EV SELPA Lead Occupational Therapist

**Wednesday**  
**OCTOBER 18, 2023**

**8:30 am - 3:30 pm**

**Register Online:**  
<https://sbcss.k12oms.org/46-235966>



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San Bernardino 92408

**Why is my student behaving this way?**

**How does development impact social emotional learning?**

**Do sensory and communication skills play a part in behavior?**

**What are some classroom strategies that would help shape the student's emotional learning?**

**If you are pondering on these questions, then this training is for you!**

**Participants will learn the foundational skills needed for social emotional learning for student's participation in a mod-severe setting while considering human development, sensory processing, and emotional regulation. This training will provide strategies for effective social skills interactions among students.**

**Participants will:**

- 1. Learn how child development and sensory differences may impact emotional learning.**
- 2. Understand concepts of neurodiversity and how it relates to teaching social emotional skills.**
- 3. Learn about authentic communication practices that include verbal or physical stimming, and movement while listening and processing information.**
- 4. Take away strategies for application in the classroom that include story book and movie review, video modeling, and role play.**





**FREE**

*1st Annual*

# **PARENT RESOURCE FAIR**

*"EmpowerAbility"*

## **CONNECTING PARENTS AND COMMUNITY RESOURCES**

Are you the parent of a child with special needs? It can be a daunting task to identify community resources to assist children with disabilities. The East Valley SELPA is hosting a resource fair to familiarize parents with a variety of connections.

Join us

**FRIDAY, NOVEMBER 3, 2023**

**10:00 am - 2:00 pm**

Meet 50+ government agencies, healthcare resources, and recreation opportunities that can become part of your family's journey.

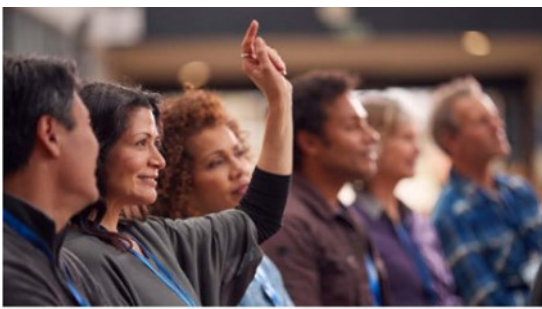
***Register today!***

**<https://sbcss.k12oms.org/46-238043>**



Dorothy Inghram Learning Center, 670 E. Carnegie Drive, San Bernardino 92408

Food Vendors Presentations Giveaways Information



# 2023-2024 POSTSECONDARY TRANSITION PROGRAM PARENT INFORMATION MEETINGS

*(Spanish Interpretation provided at each meeting)*

**Dorothy Inghram Learning Center  
670 E. Carnegie Drive, San Bernardino 92408**

*(except \*)*

DATE & TIME	TOPIC	LOCATION
Thursday August 31, 2023 9:30 am – 11:30 am	<b>Postsecondary Options for Significantly Challenged Students</b> Social Vocational Services Adult Program Information State Council on Developmental Disabilities Services/Programs <i>Register Online: <a href="https://sbcss.k12oms.org/46-238439">https://sbcss.k12oms.org/46-238439</a></i>	Dorothy Inghram Learning Center Conference Rm “C”
Thursday September 21, 2023 9:00 am - 3:30 pm	<b>Adult Transition Program (ATP) Information Meeting</b> Stark Law Legal Option for Adult Care & Adult Programs, VIP ACE, In-Road Creative Programs, & ASCEND Day Programs <i>Register Online: <a href="https://sbcss.k12oms.org/46-235958">https://sbcss.k12oms.org/46-235958</a></i>	Dorothy Inghram Learning Center Conference Rm “E”
Thursday October 5, 2023 9:30 am - 11:30 am	<b>Postsecondary Options for Significantly Challenged Students</b> OPARC Summit Services Behavior Management, & The Dignity Group Life Plan Development Services <i>Register Online: <a href="https://sbcss.k12oms.org/46-238440">https://sbcss.k12oms.org/46-238440</a></i>	Dorothy Inghram Learning Center Conference Rm “C”
Thursday November 9, 2023 9:00 am -3:30 pm	<b>Adult Transition Program (ATP) Information Meeting</b> IRC Transition Services, CalAble Savings & Investment Accounts, & Community Options for Leisure & Recreation <i>Register Online: <a href="https://sbcss.k12oms.org/46-235960">https://sbcss.k12oms.org/46-235960</a></i>	Dorothy Inghram Learning Center Conference Rm “E”
Thursday December 7, 2023 9:30 am -11:30 am	<b>Postsecondary Options for Significantly Challenged Students</b> Adult Program Information ABLE-INC & B.O.T. Adult Programs <i>Register Online: <a href="https://sbcss.k12oms.org/46-238441">https://sbcss.k12oms.org/46-238441</a></i>	Dorothy Inghram Learning Center Conference Rm “E”
Thursday February 1, 2024 9:30 am – 11:30 am	<b>Postsecondary Options for Significantly Challenged Students</b> SafetyPowers.org, <i>Teaching skills for relationships and prevention of harm</i> & Sevita First Step Adult Program site visit <i>Register Online: <a href="https://sbcss.k12oms.org/46-238442">https://sbcss.k12oms.org/46-238442</a></i>	Dorothy Inghram Learning Center Conference Rm “C”
Thursday February 8, 2024 9:30 am -3:30 pm	<b>Adult Transition Program (ATP) Information Meeting</b> College Support Programs SB Valley College SAS Services, CIP (College Internship Program), Taft College TIL Program (Transition to Independent Living), Social Security Administration, Fontana Transition Supports	Dorothy Inghram Learning Center Conference Rm “E”
Thursday April 11, 2024 9:30 am -11:30 am	<b>Postsecondary Options for Significantly Challenged Students</b> Adult Program Information The ARC, Riverside County Center-Based & Community-Based Day Program Visits	* Strebe Resource Center 702 East 11 <sup>th</sup> St., Beaumont 92223
Thursday May 2, 2024 9:30 am -3:30 pm	<b>Adult Transition Program (ATP) Information Meeting</b> Adult Supports Self-Determination, Options for All Community Integration Program, Adult Achievement Testimony, Work Experience Employer Panel	Dorothy Inghram Learning Center Conference Rm “E”



# Professional Crisis Management (PCM)

**EV SELPA OFFERS THE FOLLOWING LEVELS IN PCM TRAINING:**

**Practitioner Level** Use all PCM non-physical procedures plus personal safety and transportation (escorts)

**Practitioner 1 Level** Use all PCM non-physical procedures, personal safety and transportation (escorts), plus vertical immobilizations

**Practitioner 2P Level** Use all PCM non-physical procedures, personal safety and transportation (escorts), vertical immobilizations plus downward facing horizontal immobilizations

## PCM TRAININGS @ DOROTHY INGRAM LEARNING CENTER/EV SELPA

LEVEL	DATES	TIMES	REGISTER ONLINE
Practitioner	August 29 - 30, 2023	8:30 am - 4:00 pm	<a href="https://sbcss.k12oms.org/46-232692">https://sbcss.k12oms.org/46-232692</a>
Practitioner	October 31 & November 1, 2023	8:30 am - 4:00 pm	<a href="https://sbcss.k12oms.org/46-232693">https://sbcss.k12oms.org/46-232693</a>
Practitioner	January 30 - 31, 2024	8:30 am - 4:00 pm	<a href="https://sbcss.k12oms.org/46-232694">https://sbcss.k12oms.org/46-232694</a>
Practitioner	April 30 & May 1, 2024	8:30 am - 4:00 pm	<a href="https://sbcss.k12oms.org/46-232695">https://sbcss.k12oms.org/46-232695</a>
Practitioner 1	September 5 - 7, 2023	8:30 am - 3:30 pm	<a href="https://sbcss.k12oms.org/46-232697">https://sbcss.k12oms.org/46-232697</a>
Practitioner 1	November 28 - 30, 2023	8:30 am - 3:30 pm	<a href="https://sbcss.k12oms.org/46-232699">https://sbcss.k12oms.org/46-232699</a>
Practitioner 1	April 2 - 4, 2024	8:30 am - 3:30 pm	<a href="https://sbcss.k12oms.org/46-232702">https://sbcss.k12oms.org/46-232702</a>
Practitioner 2P	August 22 - 24, 2023	8:30 am - 4:00 pm	<a href="https://sbcss.k12oms.org/46-232669">https://sbcss.k12oms.org/46-232669</a>
Practitioner 2P	October 23 - 25, 2023	8:30 am - 4:00 pm	<a href="https://sbcss.k12oms.org/46-232675">https://sbcss.k12oms.org/46-232675</a>
Practitioner 2P	January 22 - 24, 2024	8:30 am - 4:00 pm	<a href="https://sbcss.k12oms.org/46-232682">https://sbcss.k12oms.org/46-232682</a>
Practitioner 2P	April 22 - 24, 2024	8:30 am - 4:00 pm	<a href="https://sbcss.k12oms.org/46-232685">https://sbcss.k12oms.org/46-232685</a>

**Initial & Recertification Trainings \$40.00 registration fee per participant**  
**Re-Training Sessions \$25.00 registration fee per participant**

The Structured Observations of Sensory Integration-Motor (SOSI-M) &  
The Comprehensive Observations of Proprioception (COP-R):  
Administration, Scoring and Interpretation in School-Based Practice

*Presented by: Dominique Blanche Kiefer, OTD, OTR/L, BCP*

**Date(s):** Part 1: *Online Asynchronous learning must be completed by November 15, 2023*

Part 2: In-person workshop Friday, December 1, 2023

**Time:** 8:30 am to 4:00 pm

**Location:** Dorothy Inghram Learning Center, 670 E. Carnegie Drive, San Bernardino 92408

**Fee:** **\$85.00 Registration fee includes both part 1 & 2 and must be paid by October 15, 2023. Purchase orders are not accepted, this is a Pre-Pay event.**

**Audience:** Occupational Therapists, Certified Occupational Therapy Assistants, and Physical Therapists

Clinical observations have been utilized in sensory integration assessment for a long time. However, a significant amount of variation in administration and interpretation poses a challenge for clinicians in the field. The SOSI-M and the COP-R are two nationally standardized assessments of sensory motor integration that allow clinicians to accurately identify and interpret sensory-motor issues linked to sensory processing and integration. This course will focus on the administration, scoring, and interpretation of results obtained with the SOSI-M and COP-R when used in conjunction with other assessment tools. Participants will learn to apply the results obtained with these tools to plan treatment goals and treatment strategies. Cases will be utilized to illustrate the value of the SOSI-M and COP-R as outcome measures. This course consists of 2 parts. Part 1: Participants will earn 8 CEUs (8 contact hours). Part 1 consists of an asynchronous, online component in which the participants learn the theoretical background of the SOSI-M and COP-R, their administration and scoring. A score of 75% or higher on a multiple-choice exam is required to pass part 1 of the course and earn CEUs. Part 2: In-person workshop December 1, 2023, 8:30 am - 4:00 pm. Participants will earn 7 CEUs (7 contact hours) Completion of Part 1 is a requirement for Part 2. Part 2 is a one-day, in-person workshop that will focus on interpretation & analysis, treatment planning and the use of the SOSI-M and COP-R as outcome measures. Attendance and participation will be monitored and recorded to earn CEUs.

**Objectives:** At the end of the course, Participants will be able to:

1. Describe the theoretical link between the SOSI-M and COP-R assessment tools and the theory of sensory integration
2. Administer and score the SOSI-M and COP-R
3. Describe the rationale for using the SOSI-M and COP-R in school-based practice
4. Interpret the results of the SOSI-M and COP-R in conjunction with other assessment tools
5. Illustrate how SOSI-M and COP-R can be used as outcome measures
6. Plan sensory integration intervention related to the results and findings of the SOSI-M and COP-R

**Questions:** Jo-Ann Vargas, EV SELPA Lead Occupational Therapist at [joann.vargas@sbcss.net](mailto:joann.vargas@sbcss.net)



<https://sbcss.k12oms.org/46-236312>

